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The report of the proceedings of a community college symposium for Washington State educators, held in Seattle February 8-9, 1963. Discussion centered around six areas: the community college student, the community college program and library, the community college as an educational institution, the community college faculty and staff, the community college buildings and facilities, and evaluation and research in the community college. Each of the 11 research papers presented on these topics are followed by criticism and commentary by other conference members.

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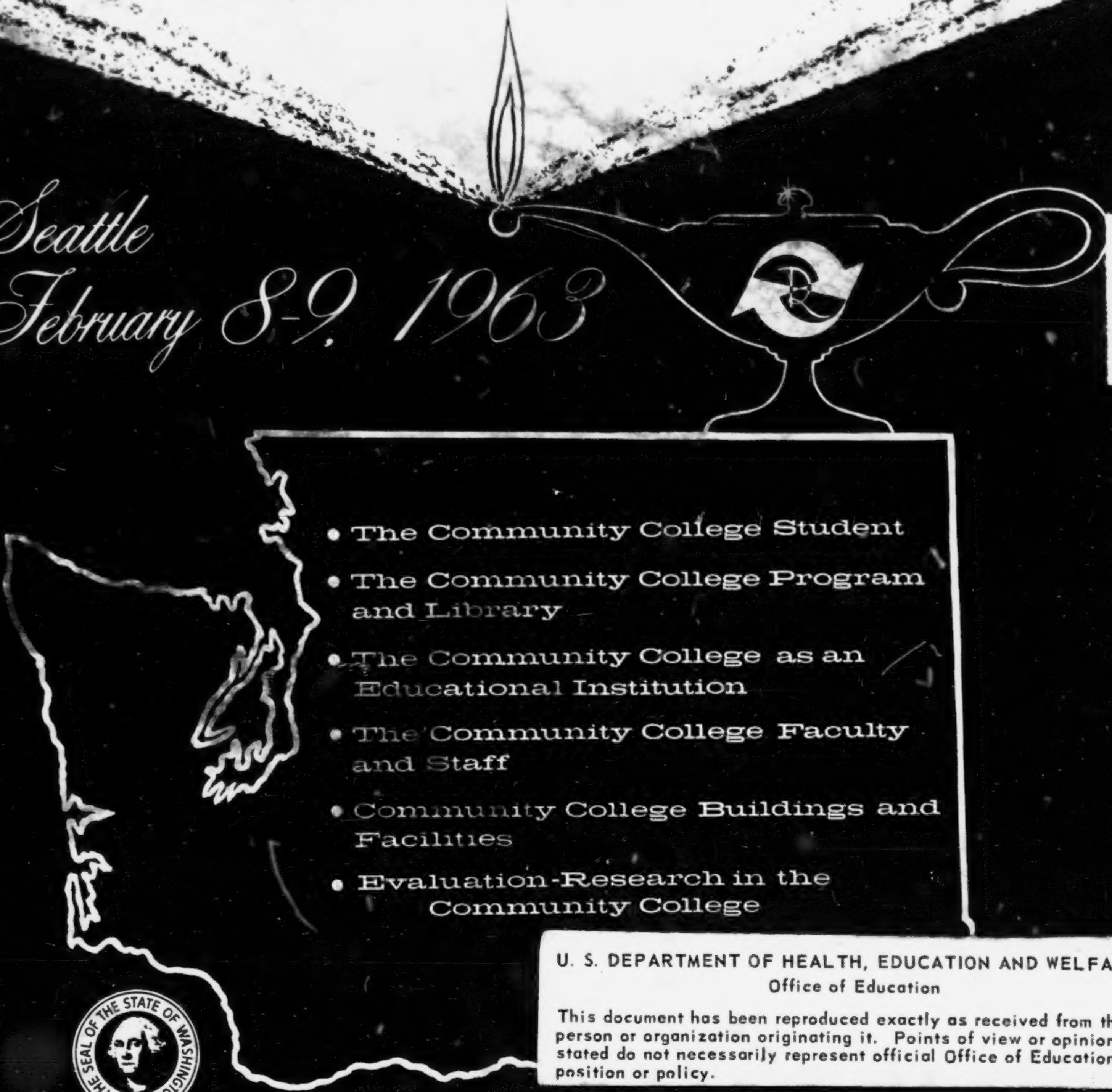

- The Community College Student
- The Community College Program and Library
- The Community College as an Educational Institution
- The Community College Faculty and Staff
- Community College Buildings and Facilities
- Evaluation-Research in the Community College

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Louis Bruno State Superintendent of Public Instruction Olympia

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COMMUNITY COLLEGE RESEARCH SYMPOSIUM

A report of the proceedings of the Community College Research Symposium held in Seattle, Washington, February 8-9, 1963. This symposium was made possible by an appropriation for educational research by the 1961 Washington State Legislature.

LOUIS BRUNO
State Superintendent of Public Instruction
Olympia, Washington

Research Report 01-02

ACKNOWLEDGMENTS

Research symposium chairman Boyd Mills (right) and Dr. Lloyd Elias, assistant state superintendent, discuss symposium activities prior to the session.

We extend sincere thanks to each of the eleven people who were willing to take time from busy schedules to prepare high quality research papers for presentation to the Symposium.

Appreciation is also expressed to each of the twenty-two discussants for their study and review of these research papers and the insight shown by their remarks and observations.

This pioneer research effort owes much of its success to the Committee who originated the plan and sponsored the Symposium. The individuals and their sponsoring organizations are shown below:

Chairman: Mr. Boyd Mills, Dean, Centralia College

Dr. James M. Starr, President, Washington Association of Community Colleges

Dr. Lloyd Elias, Assistant Superintendent, Community Colleges, Office of Superintendent of Public Instruction

Mr. George Hodson, Dean, Skagit Valley College

Dr. Frederic T. Giles, Professor of Higher Education, University of Washington

Dr. William Crawford, Professor of Education, Washington State University

Dr. Ray E. Jongeward, Research Director, Office of Superintendent of Public Instruction

To each participant and to each sponsoring organization---a hearty thanks for a job well done!

Prepared under supervision of the
State Office of Public Instruction

Ray E. Jongeward
Director of Research

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The Community College Student

1963

Proceedings of

COMMUNITY COLLEGE RESEARCH SYMPOSIUM

1889

Louis Bruno State Superintendent of Public Instruction Olympia

THE COMMUNITY COLLEGE STUDENT

Research paper presented by:

Miss Jeanette Poore
Dean of Students and Registrar
Everett Junior College
Everett, Washington

It seems quite appropriate that the first topic for consideration by this symposium should focus upon the junior college student, who quite obviously provides the raison d'etre for these institutions. It is assumed that the nature of an institution should be determined in a large part by the characteristics and needs of those who attend it, as well as by the societal situation to which it belongs.

The writer will attempt (1) to describe, statistically and in other ways, some of the characteristics of the junior college clientele, and comment briefly on these findings; (2) to discuss various aspects of student personnel services which have evolved in an attempt to meet the needs posed by the diversity found among junior college students, and (3) to direct attention to areas in which the need for further research seems apparent.

Part I

Characteristics of Junior College Students

Perhaps the following is an appropriate comment with which to preface subsequent remarks: "One of the most serious problems in studying college enrollments is the incompleteness and unreliability of basic statistics. This is true not only for the State of Washington but also for the country at large."[1] Recognizing that the compilation of information is only as valid as that contributed by individual institutions, there still may be value in examining that which is available concerning the following: total enrollment, number of men and women, marital status, number of non-high school graduates, age, academic aptitude, socio-economic background, residence, and stated educational objectives.[2]

Total Numbers - The advent of data processing in the Washington State Office of Public Instruction resulted in rapid processing of enrollment data for junior colleges for the fall term of 1962. Washington community colleges were extending educational services to 24,401 full and part-time students at the date of reporting, which was mid-October. Of this group 15,735, or approximately 64.5 per cent, were men and 8,545, or 35.5 per cent were women. The remaining 110 did not answer. (Please note that this figure totals 24,390.) Statistics on the total degree-credit enrollment of public junior colleges in America for the fall of 1962 show that 63.1 per cent of the students were men, 36.9 per cent women.[3] Certainly this data has implications for curriculum and facilities planning. Further, the United States Office of Health, Education and Welfare reports that 77,491 degree-credit students (full and part-time) were enrolled in Washington institutions of higher learning this fall. It is apparent that junior colleges are accommodating nearly 31 per cent of all students enrolled in this state's collegiate institutions. Of particular significance is the fact that 40 per cent of all entering college students started their initial college work in a junior college this fall in the State of Washington.[4] (This figure does not include information from Big Bend Community College.)

Marital Status - Of the more than 24,000 students enrolled this fall in Washington junior colleges, 37 per cent are married, less than one per cent widowed, and nearly two per cent divorced. The figure given here for married students is considerably above that found by Wise in a 1958 national study of college students, in which he stated that 22 per cent were married.[5] With over one-third of its students married, the junior college must face the inherent implications in planning its student personnel services and instructional program.

Extent of High School Graduation - Admission policies of Washington public junior colleges allow them to accept non-high school graduates. Eight per cent of the Washington junior college enrollees during the fall quarter admitted that they had not been graduated from high school.[6] In terms of numbers, 2,030 students, and no doubt more, were potentially in need of programs designed to fit this special need.

Age - Data for the State of Washington were not immediately available regarding the age of students in attendance in community colleges. However, if we can assume that the data presented below are reasonably illustrative of junior colleges in general, the following information gathered from Medsker's extensive study might be of interest. He found that "slightly more than half the students were in the sixteen to twenty-two category - the typical college age range. About a fifth were in what might be called the 'older youth' category of twenty-three to twenty-five. It is significant that about a sixth of the group were thirty years of age or older."[7] The age range of students enrolled likewise suggests the necessity for adapting all phases of the educational program to meet the needs and interests of students from sixteen to over eighty years of age.

Academic Aptitude - Probably the most thoroughly studied characteristic of the junior college student is his academic aptitude. This may be true because objective measures make possible the quantification of this basic human characteristic. Time does not permit a thorough analysis and discussion of comparative data which can be found in various sources such as Thornton, Medsker, Seashore and others. Among the most intensive research reported is that done by the Center For the Study of Higher Education at Berkeley, California,[8] and that completed by

Harold Seashore of the Psychological Corporation.[9] Research findings seem to lead to the following conclusions:

1. Comparing the junior college freshman with his senior college counterpart, it was found that the median score for junior college freshmen is near the 25th percentile for senior college freshmen on the College Qualifying Test, an instrument designed to measure scholastic aptitude and achievement. Similar differences exist when comparing performance on the American Council for Education Psychological Examination.
2. About 24 per cent of the junior college men and 20 per cent of junior college women are above the respective medians for freshmen in four year institutions.
3. There is a considerable overlap of scores on any measure when administered to both junior and senior college students, which indicates that there are many students in junior colleges who would be considered superior in senior colleges, and conversely, many senior college students who would rank very low among junior college students.
4. Both studies cited point out clearly the danger of the generalization that all junior college students have less academic aptitude than all senior college students, because of the great overlap of comparative scores, and also because of the variations of scores among individuals and institutions.

Studies currently in progress by William Batie of Centralia College should shed considerable light on the academic aptitudes of students enrolled in Washington junior colleges. His resources include information from the Washington Pre-College Testing Program as well as actual achievement records of junior college students.

Socio-Economic Background - Public junior colleges, being primarily local and inexpensive to attend, draw heavily from the lower half of the socio-economic distribution, according to studies which were completed by Darley, Clark, Havighurst and Neugarten.[10] The fact that the major enrollment comes from the middle and lower classes underscores the importance of the so-called "opportunity college" and further defines the role of the institution in meeting the needs of its clientele. It is unfortunate that information from Washington junior colleges is not available regarding the socio-economic background of students.

Stated Educational Objectives - At Everett Junior College over 80 per cent of the entering students consistently state they plan to transfer to a four year institution, when in reality only 47.3 per cent actually do transfer.[11] Data from the recent statistical report compiled by the office of the State Superintendent of Public Instruction shows that 56 per cent of all students enrolled in Washington junior colleges stated they intended to transfer, 40 per cent said they did not plan to transfer, and four per cent did not answer the question.[12] This data seems consistent with that reported by Medsker in his discussion of the expectations of entering students and their ultimate achievement. He states "with few exceptions, the large number of institutions which claim to offer a comprehensive program serving both terminal and transfer students, reported that between two-thirds and three-fourths of the entering students indicate they expect to transfer . . . yet the study of those who entered in 1952 revealed that only one-third of them did transfer."[13] From studies concerning the mobility of students being conducted at the University of Washington through its office of College Relations, plus those being completed on a national scale through the Center for the Study of Higher Education at Berkeley, perhaps more accurate data will be available in the immediate future relating to the transfer of Washington junior college students. Certainly the facts we do have pose interesting problems for all community college personnel and have special implications for student services programs.

Residential Status - Community colleges are apparently serving the needs of those within commuting distance, according to statistical data for the fall quarter, 1962.[14] Fifty-three per cent of those in attendance resided within the school district in which the junior college was located, another 25 per cent lived outside the district but in the county, 13 per cent resided outside the county but in a contiguous county, and less than one per cent were from other counties in the State of Washington. The remaining six per cent did not answer.

It should be remembered in contemplating the above findings, that much regarding the individual differences among institutions and among individuals attending these institutions is hidden in the statistical information reported. Also, it is apparent that only some of those characteristics which lend themselves to quantification have been presented. There is a dearth of material relating to the part-time student, motivational factors prompting junior college attendance, reasons for withdrawal, number employed while attending, achievement after leaving college, etc.

Part II

Student Services Programs in Washington Junior Colleges

The above data point toward the necessity for a broad spectrum of student services, as well as instructional programs, if the needs of such a heterogeneous body of students are to be met. The following section of this paper will be devoted to a consideration of the nature of student services programs provided by Washington junior colleges, with appropriate comments and observations about these programs. Comments will, in large measure, reflect the experiences of the writer while at Everett Junior College.

A review of the catalogs of Washington community colleges reveals that all of these institutions provide a variety of student services programs, most of which include admissions, registration, orientation, counseling, testing, financial aids, health services, employment services, group guidance functions, student activities and some limited research. In most cases, administrative responsibility for this phase of the institution's educational program has been delegated to a person carrying a title ranging from Director of Counseling to Dean of Students. The extent of services is vast; their effectiveness difficult to assess.

Most of the catalogs include statements of institutional objectives which, to paraphrase them, reiterate the right of every individual to an opportunity to become all that he is capable of being. The inclusion of such statements, which imply the philosophy of these institutions, indicates that guidance is considered an integral part of their total educational programs. Traditionally, much emphasis has been placed on the guidance functions of the junior college, resulting in these institutions being referred to as "guidance colleges." The objectives of the guidance program are, in the broadest sense, the aims of education itself. The writer believes that instruction and counseling are concomitant functions, each of vital importance to the individual's educational growth. To be consistent, then:

(1) The guidance program should be operative in all phases of the college program and should enlist the assistance of all personnel.

(2) Specialized guidance personnel should function in a manner which facilitates the guidance and instructional activities of all personnel throughout the college program, as well as act as a referral source for students.

The objectives of student personnel services should be implemented in a manner that realistically fits into the total program of the college. In accomplishing this goal, it has apparently been found effective, and in some cases necessary, to ask all instructors to share counseling responsibilities with special counselors. The counseling functions of the instructors, (or faculty counselor) relate most frequently to educational planning. However, many faculty members give vocational and personal guidance in the course of their contact with students. For an excellent discussion of the involvement of faculty in counseling, see Hardee's book, The Faculty in College Counseling.[15]

In addition to faculty counselors, the majority of junior colleges in Washington employ personnel with specialized education in counseling and guidance techniques.

These people act as referral sources for students and faculty with regard to student problems of a more complex nature than those with which a faculty member may feel competent to deal.

Counseling services provided for junior college students include pre-admission conferences, registration advising aimed at the proper selection of courses, orientation activities designed to familiarize students with procedures and regulations, assistance with study techniques, guidance in vocational planning, and the collection and analysis of personal data. The extent and nature of such services varies with each institution. Other areas of student services commonly offered are considered in following paragraphs.

Washington junior colleges require or recommend the Washington Pre-College Test battery for entering students. The majority of institutions also operate special individual and group testing programs to provide further information about their clientele. These tests are used for counseling purposes, not as a basis of selection for admission.

Student activity programs, extant to varying degrees among these institutions, seem to pose special problems. The commuting student and his diverse needs, plus the nature of the junior college program, are somewhat confounding to those associated with student activities. However, if the objectives of the student activities program include (1) provision for meaningful educational experiences in social and organizational situations and (2) the maintenance of a desirable balance between curricular and co-curricular programs, the problems can be reconciled. Powell suggests that in order to be effective, the student activities program must be:[16]

1. Available to each student
2. Adequately budgeted
3. Sponsored by interested instructors
4. Sensibly housed
5. Tied in with class work, directly or indirectly
6. Well publicized
7. Entertaining

Graham comments that student activity programs operating in junior colleges are too frequently exact replicas of those found in four-year colleges. He recommends that the unique aspects of the junior college demand that such programs be designed to serve the special needs of the junior college student, rather than duplicate the programs of four-year residential colleges.[17] A variety of student activities is offered in Washington community colleges; the effectiveness of these activities has yet to be evaluated.

Other aspects of student personnel services deserving mention are financial aids and employment services. Most community colleges in Washington have financial aids available in the form of cash scholarships, work scholarships, special grants, loan funds, and federal assistance for deserving students. Closely related to financial aid programs, a majority of these colleges provide employment services for students in school, graduating or leaving school for other reasons. Hopefully, the underlying philosophy may be that any student in this state, desirous of obtaining high education, should not be denied that opportunity because he lacks adequate financial means.

Perhaps an appropriate summary following this brief review of the breadth of student services offered by Washington junior colleges is the following quote from Medsker, which seems to underscore the vital role of student personnel services:[18]

> "More adequate personnel services will be needed in the future. The junior college will undoubtedly play an increasingly important role in providing opportunities for high school graduates to explore their capacities and interests and in distributing these students later among many avenues of endeavor, including the four-year colleges; there the whole personnel program, and its counseling phase in particular, becomes especially significant. In fact, without good counseling the potentially important role of the two-year college in higher education could well be in jeopardy.
>
> To some extent the situation is paradoxical because the need for additional personnel and counseling services will come at the very time when enrollment increases will require the greatest expenditures possible for facilities and teaching staff. This situation could mean that those who administer the two-year college will be pressured into reducing proportionately the funds available for personnel services. Somehow, in some way, a high-level personnel program must be maintained."

Part III

Need For Further Research

After a review of the diverse college student populations, McConnell and Heist, in the book, The American College, conclude:

> "All too little is known statistically and experimentally about the relationship between personality characteristics students bring to college and their academic achievement . . . . Even less is known about the relationship between structure and the attainment of personal maturity and effectiveness."[19]

Russell also notes that "It has become increasingly evident that there is a dearth of written material on good student personnel practices in both junior and senior colleges throughout the nation."[20]

Certainly the American Association of Junior Colleges is cognizant of the need for additional research in order to improve programs of student services. Through the Student Personnel Commission the following projects have been initiated during the past two years.[21]

1. The establishment of university centers for the education of junior college student personnel professional staff members.
2. The publication of five "How To Do It" bulletins describing best practices in basic guidance procedures.
3. The organization of centers for guidance and admissions research in selected junior colleges.
4. The development of a program in character education for a general session and subsequent sectional meetings at the 1962 National Convention in Denver, Colorado.
5. The publicizing of outstanding, unusual and practical techniques in student personnel work on present junior college campuses.
6. The improvement of student personnel programs for individual junior colleges.

Junior colleges across the state and nation are aware of the need for research concerning all phases of the programs of these institutions. Perhaps the apparent lack of research can, in part, be attributed to the fact that such institutions take pride in providing quality teaching, and research is sometimes de-emphasized under the assumption that the two are not compatible. However, if research in the junior college is a necessity, we cannot continue to abdicate our responsibilities. Time, money and staff must be provided if we are to meet the challenge of providing quality community college programs to increasing numbers of students. In the opinion of the writer, the need for the scientific investigation of student personnel programs in this state is critical. Some of the general questions facing us are:

1. How can we improve our methods of reporting student enrollment data?
2. How can accurate data regarding the characteristics of junior college students be obtained?
3. How can we assess personality characteristics such as attitudes, motivation, and emotional stability--traits which influence performance tremendously.
4. What is the impact of the institution upon the student; what happens to him while he is there; what behavioral changes occur?
5. How can we evaluate student services functions being performed in community colleges?
6. Which practice is more effective--to utilize all college instructors in counseling, or to delegate these functions to persons with special training in counseling and guidance.
7. What is an equitable admissions practice for the community college which has an open door admissions policy, but cannot accommodate all who desire to attend?
8. What effective in-service training techniques can be used with staff if they are to assume counseling roles?
9. What is the cost of an effective student services program?
10. What is the image of the community college held by high school students, the community, counselors and others?
11. How well is the community college serving the needs of the terminal student?
12. How can we help students reconcile their aspirations with their abilities more effectively?
13. What is the socio-economic background of junior college clientele in Washington State junior colleges.
14. How many capable students in the State of Washington are being denied opportunity for higher education because of the lack of junior colleges in metropolitan areas.

A review of some of the characteristics of junior college students in the State of Washington, comments on the nature of student personnel services currently provided, and remarks concerning the critical need for research all seem to strongly imply the necessity of more adequate counseling and guidance services in the junior colleges.

Further indication that strengthening counseling functions is considered vital is the following statement made by the Washington State Legislative Interim Committee on education in their report submitted to this Legislature:[22]

> One virtue of the community college is the opportunity it gives the post-high school student to discover where his capabilities and interests lie. It is during these years that his course must be set either toward further academic preparation leading to the professional colleges, or through vocational training to direct entry into industry. This requires a strong counseling program. To implement this function, the Committee recommends:
>
> RECOMMENDATION NO. 3
>
> That all community colleges should, as rapidly as possible, strengthen their guidance programs in order to provide adequate student counseling.

Let us hope that positive action is taken in the immediate future to insure all who are desirous and deserving of higher education an opportunity to become all that they are capable of being.

FOOTNOTES

[1] Calvin F. Schmid, Vincent A. Miller, Charles E. Nobbe, Enrollment Statistics, Colleges and Universities, State of Washington, Fall Term: 1961, Washington State Census Board, Seattle, 1962, p. 1.

[2] Report from Office of the State Superintendent of Public Instruction on Community College Enrollments for the fall quarter, 1962, Olympia, Washington, December, 1962.

[3] Opening (Fall) Enrollment in Higher Education, 1962: Institutional Data, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C., U. S. Government Printing Office, Washington: 1962.

[4] Ibid.

[5] W. Max Wise, They Come For the Best of Reasons--College Students Today, American Council on Education, Washington, D. C., 1958, p. 10.

[6] Op. cit., Report from Office of the State Superintendent of Public Instruction.

[7] Leland Medsker, The Junior College, Progress and Prospect, McGraw-Hill Book Company, Inc., New York, 1960, p. 44.

[8] Ibid. pp. 30-40.

[9] Harold Seashore, "Academic Abilities of Junior College Students" Junior College Journal, American Association of Junior Colleges, Washington, D. C., October 1958, pp. 75-76.

[10] Leland Medsker, op. cit., p. 97.

[11] Rodney K. Berg, "A Follow Up Study of Students Leaving the Everett Washington Junior College Between 1948 and 1958," (Unpublished Ph.D. dissertation, University of Washington, 1958, p. 70).

[12] Op. cit., Report from Office of the State Superintendent of Public Instruction.

[13] Leland Medsker, op. cit., p. 97.

[14] Report from Office of the State Superintendent of Public Instruction, op. cit.

[15] Melvene Draheim Hardee, The Faculty in College Counseling, McGraw-Hill Book Company, Inc., New York, 1959.

[16] Jerry R. Powell, "The Need For Student Activities Programs" Junior College Journal, American Association of Junior Colleges, Washington, D. C., December, 1960, p. 196.

[17] R. William Graham, "A Look at Student Activities in Junior Colleges," *The Junior College Journal*, September 1962, p. 43.

[18] Leland Medsker, *op. cit.*, p. 168.

[19] Nevitt Sanford, *The American College, A Psychological and Sociological Interpretation of Higher Learning*, John Wiley and Sons, Inc., New York, 1962, pp. 248-249.

[20] May Russell, "A Commission Reports on Progress in Student Personnel Practices," *Junior College Journal*, American Association of Junior Colleges, Washington, D. C., April, 1962, p. 467.

[21] *Ibid*. p. 467.

[22] Washington State Legislative Interim Committee on Education, *Education in Washington*, Second Biennial Report Submitted to the 38th Session, Washington State Legislature, 1962, p. 17.

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Miss Poore's research paper discussed by: Lloyd E. Messersmith
Highline College
Seattle, Washington

I think that Miss Poore has set the stage nicely for us to discuss research on the community college student. I think that this is especially important for the junior college administrator. This administrator must look to research for many answers, including answers in those areas of course offerings, course sequence, and types of program. The "Numbers Approach" is important for all of us, as Miss Poore has explained, but should not be our only focus. I think this is the place where all of us start with student research but possibly, we should all be looking in a second direction. Nationally a large research area is one of research on the student not as a statistic primarily, but from the standpoint of one who has value orientations and is, in the last analysis, a campus cultural type.

All too little is known about the relationship between the personality characteristics which students bring to college and their academic achievement, either in the conventional sense of grades and persistence, or in the more subtle sense of independent, critical and creative intellectual competence.

Dean Poore has given us a fairly accurate composite of the community college student in the State of Washington; has given us a philosophical orientation that is valuable and well-thought through. Possibly, not as a reaction to but in addition to these things she has mentioned, we could think of the second orientation. The first step in making these studies is to know the entering student. To know him as a potential scholar, know him as a person, and see him against his background and against the college environment and its sub-cultures.

The assessment of such behavioral characteristics as attitude, interests, aspirations, values and dispositions is possible with increasing reliability. This may be accomplished so simply, at the present time, that prior problems of difficulty of test administration or cost are no longer legitimate concerns for confining information about the new student to a narrow range of test scores and/or grades.

I feel a minimal program of assessment, including those areas of academic aptitude and achievement, biographical information, social and cultural background and a few relevant personality characteristics will give us the information we need to provide a meaningful description of the student body in toto and of the student sub-groups to be found on most campuses. If we are able to supplement this information with additional data by measuring opinions, attitudes and possibly beliefs, it then becomes possible to form a basis for analysis of change and behavior that might occur during the college years and of the factors that impede or facilitate this change.

Research on the college student, like most behavioral research, could best be conducted and understood in a developmental framework. This becomes very important when you discuss the concept of the process of selection, admission, attendance, and withdrawal or graduation from college. This sequence, by nature, involves a rather structured time element and we should be concerned with some rather important factors leading up to this attendance. We would hope to see some carry-over after the student leaves the situation. If we not only accept, but follow, this line of reasoning, it then becomes clear that the approach carried to its logical conclusion should be one from the "cradle to the grave."

As a possibility, we should concern ourselves with what the college student was, prior to becoming a college student, what happened to him while in attendance and, consequently, what happens to him as a result of this attendance. All are concerned with the changing of student values apart from the narrow considerations of the academic discipline. We then become concerned with the problems of determining direction, nature, and techniques of the ever changing student value.

I think that this is important to us, not only as a research technique but as a modus operandi for a meaningful student personnel program at the community college level. I think that it is extremely important that we know more about our student population and that we base this knowledge, not on high school test scores or hearsay, but on statistically accurate information that would lend itself to concise and meaningful interpretation.

I hope that this discussion has not lead us astray, since I feel the primary focus still is the one that Miss Poore has discussed, but I do feel that we should be categorizing and showing concerns in other areas as well.

Miss Poore's research paper discussed by: Calvin E. Mathews
Yakima Valley College
Yakima, Washington

This discussant's immediate reaction is that Miss Poore's paper is a comprehensive and accurately descriptive work about that which is the center of our concern at all educational levels . . . the student. There is no reason to find fault with this research paper, therefore, it will be used as a spring board for further discussion. Since it is the role of the discussant to attempt to be thought provoking, a perhaps unpopular word of caution should be projected.

This paper quickly and repeatedly brings to our attention the point of view that we should endeavor to provide an opportunity for every student to be all he is capable of being. This point of view appears to be a result of our nation-wide public school philosophy and certainly has been at times initiated, endorsed, and reinforced by those of us who are involved in Student Personnel Services.

This discussant's paper attempted to briefly and constructively analyze this point of view. Three points of emphasis were projected which may be outlined as follows:

1. There are certain dangers involved in attempting to be all to all.
2. There appears to be a need for a re-clarification of the junior college philosophy and objectives.
3. Subsequent to a definitive series of purposes and objectives, a delineation of our expanding perimeter of functions - beyond which we are inadequate - must be established in a realistic assessment of our abilities.

In review, as we look at the two-year college student, we see an extreme diversity in his interest, in his abilities, in his goals, and in his needs. There is a significant need to gather more information about the student. Nonetheless, this extreme diversity already noted must not lead us astray as we plan for adequate student personnel facilities which enhance instruction on the campus of our community college. If each of those recommendations presented in the research paper and in this reaction are followed, then we will more effectively meet those diverse needs of our central concern - the student.

THE COMMUNITY COLLEGE STUDENT

Research paper presented by:

J. Manning Nelson
Dean of Students
Clark College
Vancouver, Washington

Masquerading as an expert in anything is a risky business. One gets the horrible feeling that at the twelfth hour there will be an unmasking. At any rate, I am pleased to accept the assignment to write this working paper on the community college student. It will be no problem to be provocative on this subject. However, the task of producing a comprehensive and definitive analysis of the subject matter will not be easy.

Unlike the product with the 57 varieties, the community college student defies neat classification. In no other collegiate setting is there present a wider range of abilities, interests, socio-economic groupings, goal orientations and value judgments. The community college student is both like and unlike his counterpart in the four-year school.

To illustrate the problem, let's dissect a community college student body. There are mature students who have not yet graduated from high school. There are doctors and lawyers and teachers taking courses in mathematics, language and history. Engineers are studying physics, and printers are studying color processes. Seventeen-year-olds are studying the family and a seventy-year-old is taking piano.

There are students training to be machinists, cooks, accountants, mechanics, lawyers, draftsmen, engineers, programmers, dentists, secretaries, welders, teachers, musicians, chemists, and a hundred more. In this mass of humanity are those who have trouble with simple addition. And there are those who breeze through the calculus. In my memory there is the twenty-eight-year-old veteran reading at the third grade level. He thought he could do nothing in academic subjects but in two years was writing poetry for the campus literary magazine.

There are "brown-baggers" who walk to and from school and eat lunch in a classroom. There are some who drive Jaguars and protest the lack of parking facilities close to the student center. There are the snack bar politicians who never hold office and there are the awkward yet earnest leaders who champion the rights and responsibilities of their fellow students. There are editors and beauty queens, folk-singers and four-point scholars, actors and committee chairmen, debaters and dancers.

Dissection by description of types is interesting - maybe entertaining - but we have not yet revealed the community college student. Perhaps we should count him as is so often done in so many seemingly endless ways.

Across the nation there are almost 600,000 students flooding the campuses of the private and public comprehensive community colleges. In the State of Washington by 1960-61 statistics, there were 10,558 full-time students and 22,925 part-time students. This fall quarter at my own institution, Clark College, 1598 students attended during the day and 1601 in the evening.

A brief statistical look at our daytime student body reveals there are twice as many men as women. About one-third of the students come from high schools within the local school district. Almost thirty percent of those enrolled in the day program are employed at various jobs ranging from full time to a few hours on Saturday. Fourteen percent are living away from home. (In view of recent legislation regarding the restriction on owning and operating dormitories, the large number of students living away from home has created a complicated housing problem.)

Half of the students in the day program are first-experience freshmen, but only a fourth have earned sophomore standing. By declared major or pre-major, twenty-five percent are taking terminal programs and seventy-five percent consider themselves potential transfer material.

This fall quarter (1962) 824 students enrolled in English. Forty-eight percent were assigned to the fundamentals course (non-transfer level) and fifty-two percent were allowed to enroll in English Composition. In a study of the reading potential of 1614 students it was discovered that, on the basis of reading speed and comprehension related to grade level, a fourth of the students were reading below the level of the seventh grade.

Well - we can describe who he is. We can count him. We can identify him statistically. But we still know very little about him. We need to know more about what he is and we need to know the why of him. Here is a fertile field for more sociological and psychological research, for in this area we often only conjecture. My sixteen years of experience and observation are enlightening but not determining. The perceptions of others lend support to some premises but unsettle others.

So far in this paper I have mentioned only such matters as motivation, values, cultural backgrounds, socio-economic levels and goal orientations in our attempt to characterize the community college student. I have a feeling that in the continued probing of these elements, we shall discover the "what" and the "why" of our puzzle.

Obviously time does not permit an intensive evaluation of each of the elements which have been mentioned. Perhaps it would be helpful, however, to discuss certain characteristics which by observation seem to be fairly common to many of the students. Obviously not all students are like the ones I am going to mention, but there are enough in each of the categories to give us concern in our search for a better understanding of those who enter our doors.

1. In many instances the community college student is without an educational plan or goal. He may have a vague notion - often unrealistic. He may state a goal such as business or education but sometimes only for reasons of pressure or prestige. He is really undecided. At Clark College this fall quarter, out of a daytime student body of 1598, 237 students declared themselves as undecided, 164 determined on business, 133 sought teaching as a goal and 81 listed themselves as general liberal arts students.
2. By their own admission some of the students feel they are just "putting in their time." They do not really want to go to college but they recognize that without some college education, they cannot get a desirable job. They are willing to "suffer through." However, these students seek an easy route. This helps to explain why, even after intensive and careful pre-registration counseling, there is a continuing procession of program changes. Too often, coffee shop counseling displaces legitimate program advising.
3. Some are quite insecure and a little bit afraid, although this feeling is usually covered by a protective blasē attitude. They are surrounded by agencies of service - a counseling center, a placement office, a committee on scholarships and financial aid, a well-staffed library - yet only the courageous ask for help. Some must be coerced through scholarship rules and registration mechanics into doing what they should do voluntarily.

4. In general his measured potential is somewhat less than that of his brother in the four-year school. But, if he succeeds through the first two years he is usually as successful, if not more successful, than his brother who began his education at the four-year school.

In a recent study of the first experience population at Clark College, the mean predicted GPA at entry based upon high school grades and results of the Washington Pre-College Differential Guidance Test Battery was 1.91. On the non-resident population the mean of the predicted GPA upon entry was 1.47. For the total population studied the mean of the predicted GPA upon entry to Clark was 1.62. This may be compared with students at the two state universities who demonstrate a mean of the predicted GPA's of 2.3.

Since the community college is conveniently located, is economical in cost, and operates as an open door institution, it is to be expected that large numbers of students would be attracted. Furthermore, since status, job security and salary are linked in the public image with a college education, many students enroll as the result of social or parental pressure. Many come deluded by the dream that a college degree works "open sesame" magic in the market place. Some come because there is nowhere else to go. Some wish to experiment with the idea of advanced education. Some are thirsting for knowledge. Some know what they want and proceed to acquire it. These various types of students demonstrate the wide range of reasons for attending the community college and help to explain the disparity in grade achievement. There is explanation here, too, of the high rate of attrition in the community colleges. At Clark we studied the progress of 601 students over a period of two college years. In this "green-beanie" study we discovered that during or at the end of the first year 55 percent discontinued at Clark. At the end of the second year, 65 percent of the original group had left our institution. Of the remaining 35 percent about half graduated. We cannot conclude that those who left Clark did not continue their schooling elsewhere or will not return to Clark at some time in the future. However, on the basis of earned GPA, we can state that 85 percent of those who left our institution would ordinarily have difficulty in being accepted at senior colleges or universities.

The picture is not all gloomy. Of those who graduated in the transfer program, 70 percent did actually enroll in a senior institution. Reports from these schools indicate that our transfer students make the transition with little difficulty and finish strong. Today in our community there are doctors, lawyers, architects, teachers, dentists and engineers who got their start in a local two-year college. It is more difficult to get a follow-up on the degree student in the two-year terminal programs. But, here again, we get success stories from these students and their employers, from the local area and across the nation.

5. One of the basic problems facing the average community college student is his lack of motivation. As has been indicated, he gives up easily, he changes his program frequently, and he admits to just "putting in his time."

He makes little notable academic progress and this possibly because he refuses to do more than scratch the surface of his intellect. It also may be that he is operating within the confines of a changing and perplexing set of values. In an article on "Social Change and Student Values"[1] Philip Jacobs catches the pulse of this feeling when he compares the values of preceding college generations with those of today. "They have greater tolerance for human idiosyncrasy", he says of today's college students, "but care less for people. They are more dutiful toward government but less public-spirited. They adhere more closely to conventional standards and doctrines but are less profoundly motivated by religious impulse or moral commitment. They are more amenable to work in organizational harness but have less respect and enthusiasm for work itself. They have a higher estimate of the practical value of education but are less susceptible to a rule of reason in making significant decisions about their attitudes and conduct."

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[1] Philip E. Jacobs, "Social Change and Student Values", a paper presented at the 1959 meeting of the American Psychological Association in Cincinnati, Ohio. Published in October 1960 issue of The Educational Record.

If this is an accurate interpretation of the values adopted by the student in our colleges today, is it any wonder that the community college variety with his tenuous approach to higher education would have trouble with the matter of motivation.

6. Another general characteristic of many of the community college students is that they are largely unrewarded people. The average student body is mostly skimmed milk with little cream. There are relatively few experienced leaders, varsity athletes, campus heroes and outstanding scholars. The majority are struggling for recognition of some kind but they are hesitant in their efforts. They are not "joiners." They lean upon the known and secure. They conform. They wish to be left alone. They do not dare to be superior.

This type of student spends too much time in the coffee shop. He avoids convocations, lectures, concerts, art exhibits and anything which might distinguish him from the "crowd."

There is some reason to believe that this picture is shifting. As our community colleges increase in size and as four year institutions become more selective, it may be that our campuses will gain a little more cream. This could have a stabilizing effect in the classroom and in student activities.

These six types of students are a puzzle to those of us who work in the community colleges and especially to those of us who are in student personnel. We ask ourselves how we can motivate young people. How can we adapt to changing student values without stifling our own standards? How can we shake out lethargy and indifference? What can we do for the unrewarded? Should we work more closely with the undecided?

It is my firm conviction that the pieces of the puzzle will begin to fit when we learn more through intensive research about the inner workings of the community college student. Then we will be in a better position to accept him, understand him and work with him. We will be better able to adapt to his needs without yielding to his desires.

According to my assignment the second part of this paper is to deal with student personnel services. This, I believe, can be done with dispatch. My prejudices are showing when I state that the student personnel services in a community college are an integral part of the total educational offering and as such need definite strengthening. In student personnel work we deal with the whole student. We are interested in his classroom experiences as well as his social experiences. We believe student activities to be a learning experience. The student council meeting is a laboratory in leadership.

Much depends upon a strong counseling service. The problems revealed earlier in this paper are of special interest to counselors. It is important that counselors have some teaching responsibility but it is more important that they have adequate time for guidance and counseling activities.

We need to do more with placement. In our type of institution where many students relate immediately to a job, it is vitally important for us to formalize the placement service and put it in the hands of a capable staff.

In student activities we should move away from the mass meeting approach. The number attending any activity is no proof of its worth. We should move instead to small interest groups, club activities, intra-mural sports for both men and women and a more varied social program. The object of all this is to help more students identify with the college through a mutual interest peer group.

On each of these student personnel services we could elaborate at great length. Perhaps it will be sufficient to conclude this paper with some thoughts concerning the over-all organization of that which we call the student personnel services.

Administratively, student personnel under the general supervision of the dean of students should include the director of admissions and records, the director of the counseling center, the director of student activities and the director of placement and financial aids. As you will note, I have purposely avoided the position of registrar. The director of admissions and records should have charge of all registration and record keeping for the entire operation, both daytime and evening.

In the counseling center there should be enough staff to approximate a ratio of one full-time counselor for each three hundred full-time students. In addition counseling service should be provided for the evening program. Each counselor should be a generalist but should also develop a specialty, e.g., organizing a library of occupational materials, doing some research, handling the testing program, etc.

The director of student activities should be involved in the social program, student government, club activities and student body finance.

As the community college grows, so should student personnel services. New positions should be created as the division of labor increases. Student personnel workers should be constantly on the alert for new ideas and procedures.

And always there should be a dedication to serving students in their search for education and their struggle for personal achievement.

Mr. Nelson's research paper discussed by: Dr. Harold A. Lang
Lower Columbia College
Longview, Washington

In reviewing Mr. Nelson's paper, it is interesting to note the similarity of his statistics for Clark College and the corresponding statistics for Lower Columbia College. In a few areas, those of Lower Columbia differ enough to mention here. About 42 percent of our daytime students are from the local district. This is a little higher than at Clark. Approximately 42 percent of Lower Columbia English students are assigned to non-transfer English classes and 58 percent to transfer classes. Thus we have a slightly higher percent in transfer English than Clark. For those additional areas where I have statistics available, Lower Columbia and Clark are very similar in percentages.

I should like to comment on Mr. Nelson's statement that there seems to be a trend toward a higher percent of good students attending community colleges. This fall quarter 14 percent of our students achieved grades high enough to make the honor roll. This is the highest percent attainment for any fall quarter in recent years. At the other end of the grade spectrum 17 percent of our fall enrollment were placed on probation winter quarter. This is also a higher percent than in the past.

It seems to me the above facts may point out a trend in community college enrollment. As four-year colleges and universities increase fees and raise requirements, we may get an ever-increasing percent of both good and poor students, with a resulting decrease in the percent of average students. If such a trend does occur, this will produce some problems for community colleges.

Will community colleges develop a unique image and campus culture as a result of enrollment trends? Will this culture be of a peculiar nature and if so, just what can or should be done about it? Will the image of our colleges be widely different from each other as well as different from the four-year institutions? How is all this going to influence our course offerings? Will these trends complicate our counseling services even more than at present?

This also brings to mind some of the general questions that have not been answered and about which transfer students show concern. How much should we entertain our students? How many dances, sports events, exhibits, forums, plays, musicals, etc., should we provide for students? Should they be exposed to leisure time activities to go along with the coffee break? How easy should we make it for students to find an excuse to spend time in the student lounge rather than study in the library? Interviews with students indicate that about as many think we do not provide enough relaxation as state that we should reduce these diversions and provide more inducements to serious study.

The comments made by Mr. Nelson lead me to make one last observation. It is continually being stated that the community college is a unique American institution. Just what the components of the community college may be that suggests this statement are not a topic which I wish to discuss at this time. On the contrary, I wish to point out that there is one basic common goal of all good educational institutions which can never be stressed too much. That goal is to teach students to think and to develop the ability to use their intelligence, aptitudes and skills to the highest degree possible. To me this is our greatest challenge, regardless of what type of institution we represent. If this goal is kept in the focus of our attention and we do an excellent job of teaching, I trust many of the questions and problems we raise will be answered and solved in the process.

Mr. Nelson's research paper discussed by: E. Clair McNeal
Big Bend Community College
Moses Lake, Washington

Let us for a moment re-examine certain of the aforementioned six types of students found in junior colleges.

1. To be sure, many of our charges are without an educational plan or goal. This is obviously not peculiar to junior college students, though it may be more prevalent at this level. The greater problem is certainly those who stubbornly set unrealistic goals. In the former case, undecided students are amenable to advisory suggestions; the latter are not. Persons so set too often experience repeated frustration until failure destroys all initiative and ambition. Good counselors can help prevent such tragedies only if there exists considerable respect of faculty for the several subject areas in the college.
2. As Mr. Nelson has pointed out, the average junior college student's measured potential is in fact slightly less than that of his university counterpart. This difference seems to be regional and not national in scope and is subject to considerable vascillation from year to year. No doubt as entrance requirements at state universities and colleges are raised, the average potential of our junior college students will raise accordingly, but the difference will always exist due to rigid selective retention practiced in the senior institutions.

Finally, the writer joins Mr. Nelson and Miss Poore in championing the cause of guidance and counseling services, especially at the junior college level, because of the great variety of interests and aptitudes shown by students. We will not and cannot use the greatly varied junior college facilities wisely unless we know something of the people we are to educate and train.

Many of the problems we in the junior colleges face can be solved in part by dedication among teachers and administration to this particular type of institution. The writer looks forward to the time when junior college teachers and administrators no longer look to the universities in anticipation of becoming renowned professors who write and research endlessly, but rather look to a future as exceptional junior college instructors who teach and plan with vigor and pride.

The Community College Program and Library

1963

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THE SEAL OF THE STATE OF WASHINGTON 1889

Louis Bruno **State Superintendent of Public Instruction** **Olympia**

THE COMMUNITY COLLEGE LIBRARY

Research paper presented by:

Edward P. Smith, President
Grays Harbor College
Aberdeen, Washington

Role in Community College

It must have been years ago that some individual observed, "The library is the heart of the college." Not without reason, for, as hackneyed and as trite as this shopworn phrase is today, there is still a very great element of truth contained in these eight simple words.

Fitting the library into the master plan of the campus may call for some very serious consideration by those in authority, if the library is to be located "at the heart." Site availability, conformation to the overall architectural style, and allotted space set aside for the library may have direct bearing on the library's role. It should occupy a strategic location, so that it can be easily accessible to faculty and students. Some allowance must be made for visitors and for parking facilities, so that these people can use and appreciate the building.

The tendency to make the library the "jewel" of the campus is tempting: here, sheer beauty may destroy its overall effectiveness as a library. If the library is to be located in the campus center, consider well its long-range usage -- is there enough room set aside for expansion purposes and to what size will the library ultimately grow? A library hemmed in by other buildings has only one way to go, and that is up. The library should be functional, economically sound, and the modular construction set forth by Ralph Ellsworth should be worth much more than a fleeting examination.

In Harvey Branscomb's book, Teaching with Books, the author indicates that in his study of libraries there has been, since 1915, a tremendous emphasis on acquiring books and library materials. Acquisitions have been greater than at any other period in U. S. history and it would appear that this trend is still continuing. Unfortunately, library use has not kept pace. Dr. Branscomb raises the question, then, can the big expenditure for library materials be justified?

The "library method" of teaching has long been upheld by college faculties as a "must"; indeed, it is the faculties that have caused the increased size of the libraries by requesting more and more books and periodicals that are "needed." In light of this, unfortunately too many instructors are well satisfied if their students display a knowledge indicated by classroom discussion and textbook reading. Again, the question, "Is the large library justified if it won't be used?"

Since approximately the 1940's, many schools have adopted a method of teaching which emphasizes student responsibility and self-direction. As indicated above, the old method was class discussion, textbooks and collateral reading assignments. The librarian's problem was very simple: large reserve rooms. This old method did little to awaken the student, but left him as a fountain of facts and views. It did nothing to encourage independence and to develop initiative. The new method made use of honors courses, comprehensive examinations, individual study, and tutorial plans. This method gave an increased freedom of responsibility and transferred a good part of the teaching to the library. Here, then, was a need to coordinate the teaching staff with the library staff.

This new method in which the library played such an important role was brought to its fullest fruition in the Stephens College Program, as developed by B. Lamar Johnson at a time when he served as the school's librarian and dean of instruction. So novel and effective was the Stephens Program that many other junior colleges have adopted portions of the original plan; it is a goal toward which all junior colleges might well strive.

What made the Stephens College Program so effective was the merging of the instructors and the librarians into a single instructional staff. Thus it was possible to unify and coordinate the teaching of instructors with the service of the librarians. The library could be brought to its full realization of importance and it could be used heavily by both faculty and students, realizing in this manner the great investment that was involved in the library and removing the library from its role as a mere storehouse of knowledge.

At Stephens, the attempt was made to make books a constant and natural part of every student's environment. Students would learn how helpful books were for study and for play, and they would learn to rely on them. Besides the main library, divisional libraries with their staffs were at the service of the students. For specific courses, classroom libraries were set up. Dormitory libraries brought the book close to the students' living quarters and encouraged pleasure reading, with increased emphasis on developing the students' life-time reading habits. Students were encouraged to build up good personal reading collections. Some instructors held office hours in the main library. At all times, the librarians worked very closely with students in assignments and pointed out to instructors wherein special difficulties arose. Freshmen students were given special library use orientation. Audio-visual materials were integrated into the library and their use was encouraged. Some courses were even taught in the library in a room adjoining the stacks, so that students and instructors could have immediate use of needed books.

A Stephens College Program, or some modification of it, could thrust the library into a very key position in the overall junior college program.

Some Comments Relative to Facilities, Services, Costs, etc.

The facilities necessary for giving maximum library service can be as great and as broad as the administration desires to make them. The mere fact that a college has wealth at its disposal does not mean the school will automatically have a beautiful library, or conversely, that a school endowed with little financial resources must have a cheap library.

The modern concept of a college library is no longer that of a storehouse for books. The library now is an instructional materials center wherein all library materials should be centralized. With the advent of new means for storing knowledge such as tapes, films, slides, filmstrips, records (stereo and monaural), microfilm, microcards, photostats and the various other devices, new storage areas must be added to those traditionally reserved for books and periodicals. In the not-too-distant future the library will have to be considered most seriously as a location for the huge computers which so aptly store vast amounts of knowledge.

There are three possible methods used to handle these instructional materials: all of them housed in the library, a separate center for books and a separate center for audio-visual materials, and lastly, a hodgepodge of a little here and a little there in the various school departments. This last setup is the bane of college libraries and of schools because so much costly duplication is necessitated and control of "borrowed" equipment is discouraging. There are some advantages in having a separation of the book and the audio-visual materials: limited storage facilities in the library, staff limitations, departmental "ownership" of the projectors, screens, films, etc., but the disadvantages outweigh the advantages.

There are distinct advantages to having a single instructional center for all teaching materials and devices over separate centers for the books and periodicals and the audio-visual services. The single center allows for a single cataloguing and processing center, a single ordering center and a single service center. Economically speaking, it is the most feasible.

With the centering of all instructional materials in the library, consideration must be given to housing these materials and the equipment used to handle the instructional materials. An area, with attendant lighting problems, must be provided for the microfilm and microcard readers. Listening tables for the record players are needed -- use of earphones does away with the noise factor. Language labs with individual listening booths are more and more being found centered in the libraries on the junior college level. Rooms for previewing films are helpful if they are specifically equipped for this purpose. It might not be impractical to have a fair-sized listening room where music classes might meet to hear records played; these in turn would supplement lectures and class discussions. Microfilm storage must be considered as more and more long runs of magazines and newspapers become available on microfilm. This will free valuable shelf space used to house the original bound volumes in addition to saving binding costs (one year's binding of *Life Magazine* now costs $20). Book stacks in various sizes and heights; the card catalog -- whether to divide it into an author-title section and a subject section; space for reserve books; handling of reference materials; and many other similar problems must be considered carefully.

In rather rapid fashion, there are these further items that are worthy of contemplation:

1. The size of the library: there is no rule-of-thumb because there are too many "ifs." Library Bureau of Remington Rand in its publication, *Planning The School Library*, suggests 35 square feet per reader as a reasonable figure.

2. Size of the book collection -- several factors are relevant here, some of which are listed below:

    (a) The size of the library may be influenced by the curriculum emphasis: transfer program (general education), adult education, or an occupationally-oriented program. The townspeople may even rely on the college library for some reading matter.

(b) The size of the collection may hinge on the college's proximity to a large library; if the large library is near, there is the opportunity of relying somewhat on interlibrary loans; if the college is located some distance from a good-sized library, an extensive interlibrary loan program becomes awkward and the borrowing institution had better depend on its own resources. It takes time to get interlibrary loan service. Under the Oregon Higher Education plan, a messenger service between the member institutions permits rapid interlibrary loan service several times a week.

(c) The standards drawn up for junior college libraries recommend a book collection of 20,000 volumes excluding duplicate copies and textbooks.

3. Expenditure for books -- figures will vary widely here depending on circumstances:

(a) When starting a new library "from scratch" initial expenditures must of necessity be quite high to secure the basic books. After a good basic core collection has been established with an even balance in all fields of knowledge, expenditure for library materials can taper off.

(b) In the matter of book selection, the fund could be broken down into three components:

(1) The faculty fund, the preponderence of the money to be shared among the various departments according to a pre-arranged division. To be shunned here is the "squeaking wheel gets the grease" attitude; it is best to keep pressure on at all times to see that the funds are spent.

(2) A second division of the book fund should be retained for the library staff to use in filling in gaps in the basic book collection, to purchase reference books, to be used as a buffer for spending by overzealous faculty members, and lastly to be spent as the librarian sees a need.

(3) A sum should be set aside to handle student requests to be added to the library; if handled correctly and logically, such a move could stimulate student interest in "their" library.

(c) Striking a happy medium, the American Library Association recommends that for each student $7 be spent for books.

4. Adequate expenditure should be arranged for periodicals, binding, supplies, and some equipment.

5. Staff size: for a library with an enrollment under 500 students, one professional librarian and one full-time clerical aide is recommended, plus one hour of student help for each hour the library is open; for an enrollment increase above 500, at least one more professional should be added to the staff and proportionately for other increases. It would be well to consider adding clerical aid as needed.

6. Within the library building:

   (a) On the junior college level there is a trend toward using counter-height shelving containing subject area books interspersed with tables seating six or eight students. This arrangement breaks up the noise factor, along with accoustical tile, and, as at Foothills College in California, carpeting.

   (b) Storage area is needed, of course, for the bulk of the library collection and the periodicals.

   (c) Several conference-type rooms should be provided for group study susceptible to good supervision.

   (d) Typing rooms are very popular: the library may provide the typewriters, the student may bring his own, or rental typewriters can be used.

   (e) For the staff, adequate work area and offices.

   (f) A professional library set up for the college staff, housed in a faculty room to which they can retreat and not be "found."

   (g) A reserve area, and if ceiling height permits, a study balcony.

   (h) These are only a few of many things demanding consideration.

7. Good public relations has never hurt any library and may result in some valuable gifts of books and money.

Naturally these remarks merely scratch the surface of the myriad of costs and services necessary to a successful library. Time and circumstance would determine the unnamed others.

Guidelines for Library Service

Of prime importance for having good library service is the formation of a qualified library staff. First of all, this means staffing with library school graduates to do the professional tasks (cataloguing, reference, order work, bibliography, etc.). Sufficient sub-professional or clerical help should be provided to take over tasks such as typing catalog cards, the circulation work, filing, and the like, to free the professional staff from doing the purely mechanical tasks and allowing them to concentrate on the professional work. Sufficient student help should be available to take over the book shelving, book marking, securing book or periodical requests, current magazine preparations, and other simple tasks.

Another guideline for good service is faculty cooperation with the library staff and vice versa. Active participation in book recommendations can be an invaluable aid to the librarian who is not always able to know what materials will be used most actively for reading. Adequate forewarning in the matter of assigned reading is an item of great help -- materials may be withheld for restricted circulation with adequate warning. The librarian can aid the teaching staff by communicating with them as to the availability of new books via accession lists issued periodically. If the librarian is permitted to attend instructional meetings at which course changes and additions are considered, he could more adequately prepare to meet new situations.

The faculty library committee is a guideline that will greatly assist the librarian in interpreting instructional needs. This committee, appointed by the school president, should represent all divisions and the librarian should not necessarily be the chairman. Regular meetings should be scheduled and should not occur only as they are needed. This committee should serve in an advisory capacity only, and should not actively participate in the running of the library.

Faculty members can do themselves a favor, as well as the library, by keeping up with the latest publications in their respective fields. They can read reviews and advertisements for new books with recommendations for purchase accordingly. Faculty members who help build up the library collection in their areas are more apt to use the collection and recommend it to students; once familiar with the collection the faculty and the students can use it more effectively.

For those people interested in building new libraries, it is strongly recommended that they call in consultants and architects who know libraries. Much harm can be done if the architect knows nothing of library problems and procedures. Have the architect spend time in the old library facility or in one similar to what will be built, and let him observe work routines and work-flow patterns, student reading habits, and similar problems.

Consider very carefully what you wish your library to be. A small book collection, inadequately housed in a small area, supervised by an undermanned staff can only be a study hall, no more and no less. An adequate or a more-than-adequate book collection plus the attendant library materials housed in a comfortable, suitable area, and supervised by an adequate library staff equipped to do a librarian's job can perform all the services of a modern college library.

The writer has here touched on some of the many concepts that go into a junior college library.

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Mr. Smith's research paper discussed by: Mrs. Shirley Waugh
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When I read my advance copy of Mr. Smith's paper, I was most happy to see that so many points which librarians consider important were to be emphasized before a group including administrators and representatives of other departments in the college. When I arrived here and found that Mr. Smith belonged to this distinguished group, I was happier still. Most librarians agree on the essentials of a good community college library, but too often it is a matter of librarians talking only to other librarians, which is like doing missionary work among those already converted.

I would like to comment briefly on a few points in Mr. Smith's talk:

1. I question the division of the book budget by departments. It is very difficult to find a satisfactory formula for such a division. Allocating a certain amount per student enrolled in each department is not flexible enough. Some instructors, as those in social science, will always require much more supplementary reading than others. The librarian may not be expert in each subject matter field, but with good selection aids he will do better than a reluctant department head, to whom pressure has been applied to "spend his share." It is the librarian's responsibility to keep a reasonable balance in the collection, remembering both periodicals and books, and keeping in mind that in the chemistry field, as an example, journals may be more useful than a large book collection. Faculty should, of course, be encouraged to request book purchases. Notices of new books in their fields, attention drawn to reviews, etc., may help.

2. Typing rooms in the library and faculty reading rooms are both luxuries that most community colleges cannot afford--in terms of space, chiefly, though staff supervision may be a factor.

3. Are gift books a problem or an opportunity? Griffing in the Junior College Journal for February, 1960, recommends accepting all gifts offered and then selecting what is useful. Needless to say, tact will be required in cases of obsolete, unsuitable materials. It is important to have the community college library become the concern of more and more people in the community. Gifts of books or money in substantial amounts may well result.

4. Does the library have a tendency to deteriorate into a mere study hall? All college librarians occasionally feel like high school study hall teachers, if not baby sitters. This is a real problem--some suggestions are offered as partial solutions:
   (a) browsing or recreational reading area, where no serious studying is expected, and there is no objection to conversation
   (b) more small rooms for 4-8 students
   (c) more individual study carrels
   (d) greater separation between tables in main reading areas
   (e) separation of stack and study areas, except for carrels

   All of these solutions require more space than we have!

5. Adequate library orientation for incoming students seems to me a most important activity that we are not covering. The diversity of backgrounds among community college students already mentioned means that there will be a great variation in degree of library experience. Some have had excellent training in library use; some have had none. The librarian is the person to give the original

> instruction, which should be followed by practice in using the library. A lecture course alone is not adequate. Library exercises might be worked out in cooperation between English instructors and librarians.

Problems in the community college library seem to fall in three groups--space, collection, and staff. Evaluation of library service is difficult. Librarians are often accused of being unduly interested in statistics, and it is easy to accumulate figures on book circulation and numbers of students using the library; (again, we are sometimes accused of counting the feet under the tables instead of the heads above them!)

Measuring attitudes is something else--and it is not easy. We hope our students leave the community college with a respect for the printed page, and an increased appreciation for the accumulated knowledge of the centuries. In spite of our unsolved problems, we believe progress can, and is being made.

Mr. Smith's research paper discussed by: George H. Douglas
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It has been with considerable trepidation and complete sympathy that I have undertaken the task of commenting upon and discussing Ed Smith's summation of research on the community college library. For Mr. Smith has been dealt a very difficult task: He has been charged with the responsibility of rendering order in a field where rampant growth and divergent opinion have combined to create a situation bordering upon the chaotic; he has, in fact, been asked to summarize that which doesn't exist - research on the community college library.

If this contention appears to be too sweeping an indictment of the present state of knowledge concerning the libraries of our two-year institutions, let us stop and examine the record. Library Literature, the H. W. Wilson index of publications in the library field, reveals that the following efforts toward research have been made: Thirteen Master's theses, each of which is very narrow in scope and applies to a specific situation; and one Doctor of Education thesis out of the 250 plus which have been devoted to the junior college during the past forty years. The negative implications of this unproductive search for junior college library research studies is also quite revealing. For example, one finds that of the 173 Doctor of Librarianship degrees awarded since 1930, a sum total of zero have been concerned with the junior college library. In the area of periodical articles a similar situation is apparent. For although there have been approximately ninety such articles on the junior college library published since 1945, none of these can possibly be called research. These articles, many of which have appeared in Junior College Journal, cite experience, express opinions, and give procedural tips. They are not serious attempts to define and investigate the problems existent in the field today.

In lieu of the research that is so sorely lacking, the library profession and community college administrators have fallen back upon standards as guideposts or as descriptions of ideal situations. Now without attempting to denigrate the efforts of those individuals who served on the Association of College and Research Libraries Committee on Standards or those of the many consultants who I am sure were involved in their conclusions, it must be pointed out that any standards adopted for junior and/or community college libraries are open to question. For as anyone who has made even a cursory examination of these institutions knows, their variety is enormous. There are two-year institutions bearing the junior college appellation which are essentially private and exclusive finishing schools for females and there are others boasting open door admissions, a student body composed largely of metropolitan area "disadvantaged" young men, and a curriculum heavily weighted toward the vocational-technical end of the academic spectrum. Given this sort of variation - and an almost limitless numbers of others - questions may well be asked concerning the reliability of any one set of standards regardless of the authority or the good intentions of the sponsoring body.

This then has been Mr. Smith's dilemma: he has been asked to speak of research where it is non-existent and has consequently been forced to rely upon standards and published opinion. For me these sources leave something to be desired and, in effect, simply underscore our lack of real knowledge concerning community college libraries. They pose answers which are not final and which simply give rise to more questions. For example, the ACRL junior college standards recommend twenty books per student for the first 1000 students and ten books per student beyond the 1000 figure. At the same time the reported holdings of Washington's four-year college and university libraries reveal ratios ranging from thirty-five to one hundred books per student. The inevitable inference to be drawn here certainly does not reflect any great degree of sympathy toward the community college student nor understanding of the programs of these institutions. Yet the opinions implicit in these comparative ratios are, I am sure, widely held and frequently expressed in the writings in the field. In fact, many of us have grown accustomed to accepting as absolute the judgment that the community college library holdings should be relatively meager since upper division and graduate studies are not matters of concern to the institution. But is this conclusion really valid? Cannot a case be made for greatly increased community college library holdings based upon the vast breadth of the curriculum and the wide range of student abilities?

Similarly the ACRL standards advocate community college libraries which seat twenty-five percent of the student body of the institution. The implementation of this suggestion will, in the case of several of our colleges, result in libraries which seat 600 or 700 students. Now this may be a commendable goal, but when coupled with the suggested standards for book holdings, one cannot but wonder whether the proposed facility is to be a library or a modern revival of the library-study hall once popular in secondary schools. Perhaps the nature of a community college compels this proportion of study space, but is this necessarily a function of the library?

And there are other deeply imbedded suppositions rampant in library literature and/or the ACRL standards which are largely unsupported by research. Among these is that of the sanctity of open stacks and the assumed inviolable compatibility of this arrangement with the philosophy of community colleges. Now if we were at all research minded, I am inclined to believe that we would have long ago ascertained and published the fact that the typical community college library experiences book losses representing ten to twenty percent of its annual book budget and that the "openess" of stacks seems to contribute directly to these losses. I am also sure that we could prove that the inconvenience occasioned students and instructors through such losses is extremely inimicable to the learning process and thus to the philosophy of the institution.

And so it goes. We assume that our standards, our commonly accepted opinions, and in fact, our folklore of librarianship will reveal all we need to know. But it is quite likely that the evidence, if it is ever gathered, will reveal some surprises. As things now stand we don't really know very much: We don't know the optimum ratio of librarians to non-professional library workers. We haven't identified the relationship of the community college library to the school library system in a large school district. We haven't systematically probed even such mundane concerns as the role of periodicals and duplicate copies of worthwhile books. Most important of all, perhaps, we have not identified and defined the uniquely professional and teaching responsibilities of the community college librarian. We have not, in effect, specified what it is that he or she should be doing that could not be entrusted to a non-professional.

All of these considerations are crucial to the future of community college libraries and to the programs of various institutions. We can continue to rely upon standards and upon opinions and prejudices only at considerable risk. It is time that some steps were taken to establish order by accumulating a definite body of objective knowledge concerning the libraries in our community colleges.

THE COMMUNITY COLLEGE PROGRAM AND LIBRARY

Research paper presented by.

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It is not clear to me what is meant by "working paper" unless it is that the writer works on a paper and then everyone else works on the writer. It was suggested that I be provocative, so I will undertake to be provocative--but, I trust not unduly contentious.

The things that follow cannot be dignified as "convictions," hardened in the crucible of experience. At best they are notions, developed like callouses by repeated irritation. My topic "The Program and the Library"; broadly conceived, the program includes the library--and the other topics of the agenda as well. To get at the program--and to be provocative--I should like to begin by examining a few of the cliches about the community college--those bits of conventional wisdom which community college men are forever repeating in order to reassure each other and in order to gain public acceptance. (It's time we assumed we are accepted, because it's only after you are accepted that you can admit you have problems.)

Cliche number one is that the community college has a four-fold purpose: general education, transfer education, occupational education, and adult education. There is nothing wrong with being neatly categorical except the implication that the categories are mutually exclusive. This gives the lie to the concept of all learning as a seamless web. The concept of the community college serving four discrete purposes somehow calls up visions of the harried administrator as a juggler, forever keeping four balls in the air at once. Actually most general education is transfer, and much transfer education is occupational. Any of it can be before milking-time or after, and either part-time or full-time. What is more, these purposes are not necessarily nor greatly different from those of other colleges. More simply put, the purposes of college are both education and training. Every college everywhere does in some measure provide both. And the constant concern of every college everywhere is the proper ratio of the two-for each and every student.

Cliche number two is that the community college can do a better job of teaching than can the four-year college. Certainly many two-year colleges _do_ do better jobs than many four-year colleges for many of the students. But the quality job results from a determined effort to do a quality job; it does not result automatically from the two-year or the community aspect of the community college. If a community college places 30 students in classes which a senior college would limit to 25; if the community college classes are much more broadly heterogeneous than those of the senior college; if the community college hires unimaginative, superficial teachers, and if it overloads them, then it had best crow softly and from a rather low dunghill. Each of us is too busy, I trust, doing a quality job to invoke invidious comparisons. That "the" community college in the abstract can do a better job then "the" senior college is too sweeping a generalization to have any meaning. Moreover, the idea that it can do it for any less money is fatuous.

Cliche number three is that the community college provides a realistic general education instead of an effete liberal education. This is at worst a kind of inverse snobbery and at best a silly quibble. We sometimes insist on hanging unhappy connotations on good old terms and then coin lame euphemisms to replace them (pensions, for a while, had to become senior citizens' grants, but now they are pensions again.) If the liberal arts have anything to do with the great truths that can be recognized but cannot be demonstrated, if they have anything to do with refining our concepts of "honor," of "duty," of "love," then we had better go on teaching them wherever and however we can. It should not be said that any education is too ennobling. I fail to see how two-year versus four-year considerations are relevant here. The distance a student travels towards his aspirations depends more on the strength of the educational charge behind him than on the length of the educational barrel.

Cliche number four is that the community college is closely related to the community and that it is ever mindful of the community's peculiar educational needs. The community college in this state is closely related to the local community in terms of fiscal control, much less so in terms of fiscal support. In terms of educational program the relationship of the college to the community requires constant study--we have difficulty with the word "community." When we consider world peace or world population, when we search for absolutes in ethics or aesthetics, when we examine scientific principles, all humankind is our community. When we honor our democratic heritage; when we dwell on the problems of a just tax structure or of a viable free economy; when we face up to integrating two races existing in an eleven to eighty-nine ratio; the nation is our community.

Only when we undertake occupational training for the regionally-specialized types of production are we dealing with the peculiar needs of a smaller community. Then it is only natural to expect that the techniques of fish processing will be taught on the coast and not in the desert. But even in the matter of training geared directly to employment there is danger of thinking too small about the community. Can the nation's defense needs be met if the great producers of military hardware must look for technicians only at schools within a dozen miles of the factory fence? In our mobile population should the small-town boy be denied a competence for the electronic magic to be worked in the big cities?

In times past, our youth traveled to distant campuses to escape a stifling provincialism. They are ill-served by community colleges if this is to the same degree true today. The longer our young people remain away from the little places and linger in the big places, the less likely they are to return to the little places. A widely dispersed system of community colleges in the smaller cities can act as check dams against the cultural erosion which piles up the great bulk of our talent in the big cities. In short, while the community college should make population movement more possible, it should also make it less necessary. It should neither impede nor impel.

One other thought about the relation of the community college to the community might simply be stated thus: The college serves the neighborhood by being a good neighbor. The adult population looks to the college for a continuing service of entertainment and enlightenment. The entertainment might be a ball-game, a concert, or a course in flower-arrangement; the enlightenment might be a lecture series or a course in improved accounting methods. The college should not sap the spontaneity and energy of the community, but supplement them. It should not become a cultural commissariat. If the community has an independent little theater, the college should probably not have one. It should nurture the cultural life of the community, not provide it.

Cliche number five is that the community college is more closely related to the high school than are other colleges. This is easily assumed because the political body controlling the college is also in control of one or more high schools. In many places colleges and high schools at some stage in their history have been constrained to share facilities. Some educational planners saw advantages in this circumstance which they refined into the 6-4-4 plan. But the 6-4-4 system is sunk without a trace. Typically, community college faculties have striven desperately not to take on the coloration of high schools, while high school faculties have looked on in cool disdain at their less-than-perfect success.

There is a great educational turnover at the end of the twelfth grade. Students from one high school go to many colleges, though the majority go to the local community college. Students at one college come from many high schools, with those from the local district high schools usually a minority. Only broad generalizations are possible about the high school students' college needs or about the college students' high school background.

Actually, community colleges, like other colleges, have little incentive and little opportunity to integrate their programs with a particular high school. We proceed as though nothing had been learned in high school; this is usually, but not always, a safe assumption. High school chemistry has no bearing on success in college chemistry; math background does have. Two years of a modern language in high school are supposed to equal one year in college--but they don't. You don't say this to the people in the high school down the street unless they ask you. And they don't ask you. In the social sciences there is a fairly widespread tacit agreement that the high schools use a generalized, interdisciplinary, problems approach and the colleges particularize by disciplines. But how do you respond to the man from an outlying high school who tells you with great pride that they are giving a full-year course in psychology and are using a college text for it?

In the basic skills of English and mathematics, the sufficiency of high school preparation is determined by screening tests. When a tenth of the student body is taking elementary algebra after having had a year or two of it in high school and when half the freshmen are taking sub-freshman English, one does ponder the woefully wasteful repetition and wonder whether any possible sort of integration of programs could reduce it. The current national emphasis on the strengthening of high school teaching, particularly in mathematics and English, should diminish the size of this problem. However, the community college must always *expect and intend to provide* an extra chance for the slow starter and the late bloomer.

In one most important function, the community college *can* and *should* relate easily to the local high schools. That function is counseling. Geographic propinquity makes possible a professional association in which high school and college counselors can meet face-to-face and can work out related programs in terms of the needs of individual students.

Cliche number six is that the community college can be all things to all people. I, for one, would like to go on hoping this is so and striving to make it so. But the point is that we don't yet know whether it is so. There are those who argue that the identity and the purpose are obscured for a trade school, a technical institute, a liberal arts college, or a conservatory if each does not operate on a separate campus. It is felt that with so diverse curricula on a single campus, the presence of one group of students creates a climate that drives away another group of students. The success of universities in training cattle ranchers, secretaries, and research physicists on a single campus tends to disprove this, but we are not as sure as we would like to be. Research is needed. Not institutional research which studies the students who come and ignores the students who don't come, but some more basic sociological research.

The chances are that a single community college (which is all most communities can afford) can be almost all things to almost all people if there is not too much and not too little divisional autonomy in the organization of curricula and if there is not too much and not too little recognition of sub-cultures in the total student body.

These cliches which I have so far mentioned are those which occur readily and rather at random. There are many more which with them comprise the mystique of community college operation. But, like KoKo, "The task of filling up the list I'd rather leave to you." It has not been my intention to treat these thoughts about the community college as myths which should be dispelled nor yet as truths to be accepted on faith. My point is simply that you can't make something so by saying it's so, and it requires continuous work to prove the worth and wisdom of the community college.

Now what about the program? If I have already implied a few things, there is less left to say directly. The community college is not a research institution; it does not operate at the very edge of discovery and hence is fittingly modest in its pretentions as a fountainhead of learning. On the other hand it is far from content to be only a cog in a system devoted to the preservation of middle-class values. Independent thinking and creativity must be given a high order of importance.

All the accepted collegiate subject areas are proper for a community college, but none should be pursued to the level of specialization except for very special reasons. Hard as it is to curb an instructor's ambition without curbing his enthusiasm, a great proliferation of courses in any single subject should be avoided. In a formal program of study which is pretty effectively limited to two years by a whole web of traditional as well as legal sanctions, it is perplexingly evident that more of one subject means less or none of another. For the transfer student (and many insist on being transferable even though their transfer plans are vague) the pattern of requirements of the senior institution very reasonably becomes the pattern of requirements in the community college. For the student whose senior college pattern permits much elective work, or for the much rarer student who actually plans not to transfer, there is no patent prescription for a liberal education. Breadth of coverage should be striven for and the high school pattern not disregarded. If a student had only biology as a high school science, it should be strongly urged that he have a physical science in college. But, remembering that the best curriculum is a good faculty, it is impossible to say precisely what subjects will have the most telling effect on him as a lifelong self-propelled learner. He may get a concept of justice as likely from the economics instructor as from the political scientist, a sense of logical organization as likely from the geologist as from the speech teacher, a vision of truth as likely from the artist as from the philosopher.

What about occupational training? It is limited by space and equipment requirements and by employment opportunities at both national and local levels. Otherwise the province of the community college includes training for any occupation which has significance for the general welfare. What is significant can become a sticky question. In my own thinking, cosmetology should be excluded as too frivolous, salesmanship as too self-seeking. (It should not be the concern of the state to show one citizen how to take money away from another citizen.) Good occupational training provides generous opportunity to learn by doing, but the opportunity must follow a well-ordered progression of experiences--it does not do merely to make random assignments to production problems which turn up wholly fortuitously. Occupational programs typically contain "related" material, albeit sometimes rather tenuously or rather figuratively related. Having agreed on what is valid related material, it is still possible to get an argument on what teacher other than the occupational teacher himself can do the relating.

It is not unheard of to slip the occupational student a few bits of liberal education too. Sometimes this is wadding to make the program fit the two-year mold, but one would hope, of course, that it is part of what he came for. It would appear that the able occupational student is cheated if he isn't given a glimpse of the rest of the campus and of the world beyond the workbench. It would appear too that the less able occupational student is cheated if he is forced to sit in a row in a classroom for more of what he could scarcely sit still for in high school.

How to provide for occupational students with different levels of ability and interest is a problem, but there is at least a partial solution. It is to give programs of differing fullness and duration and with different recognition. It is a matter of pride with community colleges that they don't "shove everyone through the same knothole." And yet in the matter of adherence to the two-year program pattern, they do just that. The student who seeks training as an auto mechanic wants most of all to be an auto mechanic and is perhaps less concerned with being a college graduate. Whether or not he becomes a graduate, his accomplishments as an auto mechanic should be recognized by a "Certificate of Proficiency" awarded at commencement. Earning the certificate might require less than two years or less than a full load for two years. He should be strongly encouraged to graduate with an associate's degree, if he can meet the requirements, but that is another matter and there is a separate piece of parchment to attest to it. One student may win an associate's degree without a certificate of proficiency in anything (his occupational training may come later--on the job, or at a senior institution). A second student may win a certificate of proficiency and never win an associate's degree. A third student may win them both--and at the same time. (His name will appear in two places on the commencement program.) A fourth student may win an associate's degree and later win a certificate of proficiency, because he spent one or more terms exploring various opportunities before he settled on a major. A fifth student may win a certificate of proficiency in the shortest possible time and then complete the degree requirements later -probably at night.

Two areas of occupational training require special mention. One of these is the training of technicians. The difficulty of designing the technical program is second only to the difficulty of finding technical instructors. The technical program is too academic for the vocational man, too vocational for the academic man. (The vocational men have tried to latch onto it with a hyphen; they never say "vocational" anymore, but always "vocational-hyphen-technical".) The question "Who trains technicians?" will get you two answers. One is that engineers train technicians; the other is that technicians train technicians. Teacher engineers are hard enough to find, but teacher technicians are even harder. They aren't in graduate schools; they aren't in placement bureaus, and they aren't in local industry unless the industry is highly technical.

Once a technical instructor is found who can stand with one foot in the vocational camp and one in the academic camp, there remains the problem of a program which likewise straddles some fundamental differences. Typically a vocational program consists of a large part of daily exposure for a sizeable block of time to the theory and practice of a given craft. There is little book work and little homework. Students move through the program at a common pace, their progress measured as much by clock hours recorded as by examinations passed. Failures are rare.

Typically an engineering program consists of a number of separate rigorous subjects which can be taken concurrently or successively, and, except for certain prerequisites, in varying order. It is possible to get different grades in different subjects, to fail subjects and repeat them, to go full-time or part-time, to interrupt the program, to resume it, and to elect supplemental or alternative subjects.

A technical program, like the vocational program, needs a core of practical experience, but it needs also considerable rigor, considerable insight into separate disciplines, and considerable choice of alternatives. Moreover, it needs several possible entry points. Not until technical education is much more firmly established in this region will students come in significant numbers to community colleges with technician training as their announced major. Only after he has sorted out his strengths and weaknesses, his likes and dislikes, in an engineering program will a student see the desirability of becoming an expert in applications rather than a tag-along in theory. At this point counselors should be able to supply courses which lead off gradually to the technical goal. Even less than either vocational or academic courses will technical courses always fit the two-year mold. The chances are that they will lengthen--particularly for the majority who require orientation after entrance--until they approach three years.

An area of occupational training that also requires mention is that which is traditionally handled by the senior institutions. Community colleges do not presume to enter this area frequently nor to behave like the camel with his head in the tent when they do. But there are occasions when a community college may be shirking its responsibility in a terminal occupational program by not offering a course normally listed in the upper-division of senior colleges. Let us take a single example "cost accounting." The business major who plans to transfer should, of course, be advised to take his cost accounting with the senior institution. But the business major who terminates at the community college and enters his chosen field in the community may need it badly--probably in the evening. It should be offered for him, and, if the prerequisites are the same as for the senior college course, it should not have a non-transfer number.

I must leave to a colleague who follows me the discussion of the faculty, although this is hard to do. I believe very strongly that the faculty is the program. If there is any validity to the adjuration we all heard from our education professors: "Don't teach subjects, teach students," then the inescapable corollary is that students don't study subjects--they study teachers. Teaching is the communication of enthusiasm and if that enthusiasm can take the student to the library, the library may well impart a second-stage boost of enthusiasm that can carry him into orbit. So let us pass from the program to the library. Every community college has a library. Does it differ from other libraries? How is it used?

There was an old saying that college is the place one sends his boy to learn from books. This was the alternative to sending him into the world of work to learn from experience. Today college can also provide a learning from experience, and saying that it is a place to learn from books is an oversimplification. It is a half-truth, but certainly not an untruth. Of course, if one wished to simply and only learn from books, one would go to a public library and not a college. (The concept of the free public library as the poor man's university must not be lost sight of.)

How well do community college students learn from books? The answer is: not well--not well at all! Two things stand in the way. One is that students in a community college are too much occupied with the economic life of the community. They rush off the campus as early as possible to pump gas or sack groceries in order to meet the payments on a shiny automobile. The leisure of the cloister is unknown to them. The other thing is that they can't read. This is a sweeping generalization, but, in the college I know best, here is the situation at the present time. Tests of reading speed and comprehension given to 1614 entering students over the past two years show a distribution badly skewed in comparison with the distribution to be expected in a normal adult population. Taking 250 words per minute as the average adult reading speed, assuming a constant level of comprehension of 70 percent, and figuring one hundred words per minute as one standard deviation, one would expect 1002 to be reading somewhere between 150 and 350 words per minute. In the college group there were 645 in this speed range. In the normal population one would expect 258 to be reading between 50 and 150 and 258 to be reading between 350 and 450; in the college there were 507 in the slower group and 57 in the faster one. In the normal adult population one would expect 48 to be reading fewer than 50 words per minute and 48 reading more than 450, but in the college there were 376 reading below 50 words per minute and 29 reading above 450.

The implications of these data, of course, are even more directly important for the program than for the library, and the program meets the reading problem in several ways: It offers courses which depend comparatively little on reading, and it offers courses which make a heavy attack on reading difficulties. Not only courses in the techniques of reading and in reading acceleration but also a reading lab integrated into the course in sub-freshman English already mentioned. This is not a remedial course. It has its own objectives, its own integrity. Because no suitable texts exists--at once simple in statement and adult in outlook--the faculty have written their own.

The skewed curve of reading abilities mentioned above is not offered as typical of all community colleges. In the college where it exists, it may indicate in part a less than perfect ability to be all things to all people. It indicates, too, the inverse selectivity at work in a metropolitan area where several senior institutions are within commuting range, but where there is as yet no similar number of community colleges. There is competition for the high ability students, no competition for the low ability students. (This is equating reading speed with ability--a doubtful practice. Some slow readers are simply aurally-oriented, not stupid.) There are good reasons to believe that the reading problem is going to diminish. It is being given increased attention in the lower schools, and the community colleges themselves are refining their techniques for dealing with it. Moreover, as community colleges increase in number it will be divided more equitably among them.

As the reading problem diminishes, the library should have a more and more important place in the community college scheme of things--as a library that is. Today it is probably ten percent library and ninety percent study hall. In the month of October, a long mid-quarter month without holidays, a daytime enrollment of 1598 students charged out 1062 two-week books and 508 reserve books--less than one book per person even if we attribute no withdrawals to faculty or to evening students. Here, of course, we encounter the difficulty of making qualitative judgments from quantitative data. How many of the books withdrawn were read, and how many of the books read were read thoroughly, were read with understanding, were read with relish we have no way of knowing. Neither do we have a way of knowing how many books were used in the library and returned to the shelves, nor how many people simply gained a heightened awareness of books by being surrounded by them.

I have the statements of many of my colleagues telling specifically how each employs the library as an adjunct to his teaching. I had meant to include them in this presentation, but time does not permit my doing so. Together they represent a conscious and unrelenting effort, within present limitations, to make the library an effective educative force and to make the student the self-reliant agent of his own future education. The librarian, unaided and alone, can no more teach the love of books than can the English teacher, unaided and alone, teach the importance of English.

My colleagues have also favored me with their individual concepts of what the ideal community college library ought to be. Two of these I wish to quote. First, that of an English teacher:

> "The ideal junior college library ought to contain a balanced selection of books, including supplementary readings in all departments of the college; an inclusive and up-to-date collection of fiction and general reading (as a matter of principle, whether or not students give it much use); some books (maybe five or ten percent) admittedly for faculty rather than student use; and a reserve collection (several copies of the same book) so that library assignments can be made. The library should provide about twice as much study space as anybody thinks it will ever need. Because junior colleges provide no other on-campus study facilities, it is important that no student be driven to the coffee shop because there is no quiet place for him to sit down with a book. Study areas should be broken into small areas rather than spread out like an enormous gymnasium. For the same reason, the library should be open from eight in the morning until ten at night, continuously, even though only a handful of students use it at some hours, and it should be open for at least a part of the day on Saturday. There should always be a reference librarian on duty, and the student help should have high GPA's, begin with a respect for books, and be given enough library training that they can at least answer simple questions (such as 'Where are the biographies kept?')

Here, second, is the concept of a sociology instructor.

> "The ideal library should be the hub of campus activity--not a spoke radiating from the student center. It is a place for serious academic study and discussion as well as leisurely perusal of the accumulated materials representing man's highest technological, intellectual, and artistic achievements. Its architecture should reflect its purposes by providing:
>
> 1. A number of display rooms to house small circulating scientific and technological exhibits
> 2. Galleries for displaying works of art
> 3. Listening and viewing rooms for using the extensive collections of taped or filmed speeches, concerts, plays, etc.
> 4. Several small lounging rooms where students and faculty can sit in comfort while reading and conversing, holding seminars, or contemplating the ideas they are exposed to in the pursuit of knowledge.
>
> These are the features of the utopian library which should create an atmosphere of relaxed dignity in order that the more rigorous uses for which the library facilities are used might be more appealing to students and faculty alike.

> "The reading and reference areas should make provision for deep concentration by providing individual booths, and several small reading rooms rather than one cavernous area of buzzing and shuffling.
>
> "It is perhaps unnecessary to mention that the collection includes a wide range of materials with sufficient copies of each to permit class assignments in books or journals other than the required texts."

With both of these instructors, and with many others, a major concern was for the amenities which make the library more of a pleasure and less of an ordeal. No one had the temerity to mention carpet, but carpet should be mentioned. Carpet is no longer unheard of in community college libraries. It is possible to conduct research on how many mills per square yard per month it requires for the maintenance and depreciation of carpet as compared to cork, as compared to vinyl, but it is impossible to research the subtle differences in the attitude of students toward books, toward learning, or indeed toward each other, which tasteful and comfortable surroundings will induce.

We need to show more concern about the twelve o'clock drop-out. Community college men worry themselves silly over the drop-out rate of students who disappear at age 19 instead of 20, but are comparatively unaware of the hordes who drop out every day at noon instead of four or five o'clock. What they do with the rest of the day may or may not be commendable. Idle hour experiences may well cancel out much of what has happened to them on the campus.

If the community college is to do its utmost to make every student a more productive citizen and a more perceptive, proud, and prudent individual, then it needs to have him around. It needs a program and a library attractive enough to keep him around and effective enough to bring off a miracle now and then--a miracle which we hopefully give our lives to produce, and which we call education.

Dr. Cannell's research paper discussed by: Miss Fern Leopold
Skagit Valley College
Mount Vernon, Washington

The library is an extension of the classroom and cannot be separated from the curriculum. How well the library with its curriculum-oriented collection is allowed to function, depends on (1) the type of curricular program, (2) the method of teaching, and (3) the attitude of the instructor toward the use of the library in his teaching.

We have, in our community college libraries, a tool both powerful and subtle - yet, the instructional program usually calls upon the library to function only in its most limited sense, i.e., as a study hall.

A third factor for students' neglecting the resources of the library in addition to those stated by Dr. Cannell is that there is no adequate incentive for students to read beyond their textbooks and the reserve reading list. Studies show that 70 percent of the students read only their textbooks in the library.

Several studies of student use of college libraries show that the library "functions in support of a minority . . . of the courses offered." Actually, only about 10 percent of the courses utilize the library in its fullest sense, i.e., as a laboratory for independent study. This calls for educational goals beyond the parroting back of facts or ready-made conclusions.

I think Dr. Cannell's insight that "Teaching is the communication of enthusiasms" is important. Students will use the library at its best - at the independent study level - hard and enthusiastically - only if the teacher is a library user and is enthusiastic about the books in his field. They will use the library only if the teacher further lures students into becoming active participants in their own education.

Dr. Cannell's research paper discussed by: John Spellman
Grays Harbor College
Aberdeen, Washington

Dr. Cannell, in his six cliches, has very aptly and succinctly condensed some of the community's thinking about community colleges as well as some of the community colleges' thinking about themselves. It is so very easy to see the mote in someone else's eye.

The comment made by Dr. Cannell that breadth of coverage in the community college curriculum is something for which we should strive--and this is very true. It is tempting, though, to exploit the advantages of a seacoast location and develop a strong marine biology department. Or to exploit the advantages of an agricultural program if the college happens to be operating in a farm belt. How much consideration must we give to students who will be "plowed back" into the community?

Dr. Cannell's statistics about reading abilities and comprehension are all too true, especially with reference to the average or below-average student. I wonder if some students just haven't been taught to help themselves. The girl who asked me the meaning of the word "poniard" was also sitting two seats away from a dictionary. Reading ability and comprehension must be developed on the pre-college level. No two-year or four-year institution will develop these abilities in a two- or three-quarter program. But we'll have to help with remedial courses.

A greater cooperation between faculty and librarian will make the use of books successful. Sufficient advance notice to set up the reserve shelf, if the faculty will see if books are available before assigning reading, if the faculty would recommend books for purchase in their respective fields--these are a few things that would aid the librarian. In similar fashion, the librarian should prepare lists of new books that would be welcome additions, should secure books for new courses to be offered, should forward to the faculty booknotes or information on new books--thus the librarian could cooperate with the faculty.

Lounging areas for students, conference rooms, a faculty room, typing rooms--these are all now standard in the college library, but keep the library out of the museum business. Display cases, museum displays, art galleries all add to the librarian's woes if they become extensive.

The Community College as an Educational Institution

1963

Proceedings of

COMMUNITY COLLEGE RESEARCH SYMPOSIUM

Louis Bruno State Superintendent of Public Instruction Olympia

THE COMMUNITY COLLEGE AS AN EDUCATIONAL INSTITUTION

Research paper presented by:

Dr. Rodney Berg, President
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Everett, Washington

Privilege comes in many ways and my presence among the savants of community college lore is testimony to that. It is significant indeed that we should plumb the reservoir of accumulated knowledge that we might find guide-posts to aid us in a research for better ways to solve the problems of the community colleges of Washington. As we face up to the manifold challenge of increasing population, changing social structure, mutating technologies, and readier availability of knowledge, we will need to call upon every resource at our command. I fervently hope this symposium might light a candle that will ignite a conflagration of inquiry, and that the search will enlarge the judgment of college faculties in arriving at solutions of their problems.

It is my dubious distinction to review the literature that treats of the community, or junior, college as an educational institution. I say dubious because though there are many titles that speak to the subject at hand, there is a marked sparsity of research per se. I do not feel it necessary here to comment to a definition of research. I think we would not classify the Junior College Journal as a research bulletin, though articles gleaned from significant studies are frequently printed there. It is interesting to note that in the published bibliography of 214 titles, 183 were in the Junior College Journal.

Let me hasten to say that the community college is not without a rather sizeable body of study, but most of these studies, whether published or yet resident in a university library, deal with areas of concern such as student profiles, student services, statistical or historical studies of enrollment and admissions, research into salaries and other problems. We have yet to be greatly concerned with the image of the college as an institution. Here and there are highly significant works, such as Medsker's, The Junior College, Progress and Prospect and other less pretentious efforts.[1]

Now, lest I lead you off too sharply down a negative trail, let me say that many, many thought-provoking articles have been prepared and published and these come from highly knowledgeable men not disposed to distort the case. It is astonishing that so cohesive and consistent a notion of the role of the community junior college could come about with so little objective study of that role. The pages of the professional journals and the popular press portray an image held rather solidly by most thoughtful persons. The community college is generally defined by the public and the profession in the cast we know it in Washington. Though there are some differences in the make-up of public and private institutions, most persons who think about the community colleges at all are at least aware of the transfer-vocational/technical dichotomy. Some tend to confuse the junior college with some sort of preparatory school, but this hallucination is rapidly disappearing. The community college is well established as a full partner in the post-high school educating team. The role then of the junior college in the United States embraces one or more of these functions: pre-professional training, general education, technical training, vocational training, continuing education, cultural resources, counseling services, and student activities. These functions are usually available to youth and adults alike and represent a potent force in the total life of the community.

A consensus is reached in those publications dealing with the subject that the college is and should remain an open door institution, that education for all to the optimum of their abilities is the proper objective of the junior college, and that minimum costs to the student is a desirable [illegible] to be achieved.

Administratively the colleges have been organized into several patterns ranging from extended high school to extension centers of the university. In spite of this diversity, however, there is little research to report on the effectiveness of one or the other of the administrative patterns. Some agreement seems to be emerging as to the organization of the public colleges as responsible to local but separate boards of education in junior college districts. It is not clear, however, whether this emerging pattern is a result of capable research or of political pressures of dominant groups within the state. The predominant patterns of organization at the moment are (1) as a part of the local school districts (as in Washington); (2) as a separate junior college district with its own locally elected board; and (3) as a church-supported or privately-supported college with an appointed board.

But these things that I have been speaking about are well-known to all of us, both through our first-hand experience and through the pages of writing on the subject. Let me turn, if I may, for a moment from the avenues of study to a brief consideration of some forces that should lead us to courageous and objective study of the true and desirable role of this burgeoning giant. Unless we make a proper assessment of the role of the college in the realm of higher education and vigorously cultivate that role, we may well perpetuate a great deal of confusion that is currently extant among us who profess to be leaders in the field. Perhaps it is time we stop ringing the bells and start facing the music, even if some cacophony must reach our ears. The forces that are upon us are large and they are real. What are they? At the risk of carrying coals to Newcastle, let me remind you of a few of them.

First, a population increase that is already upon us. Census projections indicate that a rapid and explosive growth has begun and that expansion will come in geometric proportions. The obvious corollary that more students will seek college enrollment is aggravated by the increasing proportion of college-age students who are seeking to register in college classes. Already overcrowded facilities of both community and four-year colleges are providing a pinch for the problem. Worried college officials are torn between consideration for student demands, taxpayer support, crowded buildings, and admission standards. No solution yet advanced solves all these pressures. Meanwhile the prospective students still come and will come.

Second, advancing educational requirements for entering business and industry are certain to force a greater percentage of youth into the classroom in order to comply with these demands. Much of this will obviously fall to the community college. Truly this is a most significant force.

Third, the explosion of knowledge, or as Dr. Adler prefers to call it, the "readier availability of knowledge" through publishing, communications, and electronic processing looms as a powerful force to shaping (or reshaping) the image of the college. Walsh in School and Society said that we have arrived at the place where it is now no longer possible to teach anyone all he needs to know about one subject -- the best we can hope for (and I repeat here for emphasis) the best we can hope for is to teach a person how to teach himself those things he needs to know about a subject.[2] I don't know what thoughts this produces in you, but when I consider the meteroric changes in the technologies, due in part to the advent of space exploration, when I try to reckon with the rapid accumulation of knowledge through rapid communication and electronic storage devices, I am forced to re-evaluate some cherished notions about trends in education that I held in former years.

Fourth, economic pressure, brought about by agencies apart from the educational fraternity, is certain to have a profound effect on the role of the institution. The advent of the thirty-five hour week for example (and who can tell how soon we will hear of the twenty-five hour week), the mobility of people, automation, inflation, increased leisure, and other similar pressures will function as a powerful force in our future development.

Fifth, adult or continuing education will become a greater part of the college. With more adults in our society and because of the pace of social and technological change, we can expect an expanded student body in the adult group. The level of quality of adult education will continue to rise, challenging the leadership of the college beyond any so far experienced. Resources and facilities for continuing education will increase. Even as public support for education and youth has been forthcoming so will society place its stake in continuing education. Methods of teaching will undergo change and the curriculum will be much more specialized for adult needs.

We could speak to other forces: the changing role of women, the longer age span of people, political and ideological struggles of our times, the changing pattern of higher education, and others, but those I have mentioned here will suffice for the purposes of the discussion.

These forces, large in the thinking of college policy makers, need to be studied carefully, but quickly, to determine their full impact on the nature of the community college as an educational institution.

Perhaps at this junction it would be well for us to take a look at what the literature holds in the way of research toward identifying the junior college as an educational institution. In the December 1961 issue of the Junior College Journal is a bibliography of 225 studies in junior college research.[3] In this list there are 45 studies that apply to the area of my remarks. Of these, six deal with the role of vocational and terminal education, eight are historical, one is concerned with the philosophy of the boards of education, eight directly discuss the program of junior colleges, twelve make an analysis or evaluation of the program, four speak of the role of education, and one is on the public image of the junior college. It is significant to note that Franklin Parker, in bringing out this bibliography, said:

> The researchers whose doctoral dissertations are listed below have probed these questions and many more. Most have raised more questions than they have answered and provoked as much opposition as their theses convinced. It is hoped that this listing, incomplete and containing inevitable errors, will encourage and aid further research. One thing is certain, that the junior college is controversial, but it is here to stay and it should be improved.[4]

The September 1962 issue of the Junior College Journal carries a supplementary listing of 65 research papers.[5] Ten of these have relevance to this area of discussion; two of these are in vocational or terminal areas, two deal with history, one with programs, one with evaluation of program, and four with the role of the junior college.

Now I do not imply that these I have singled out are the only ones that touch on the institutional aspect of the junior college, but they seemed to be more concerned with it than the others that were related to more specific problems of students, faculty, specific curriculum, facilities, business, legislation, etc.

Looking again to the Junior College Journal, in January 1962, Louis A. D'Amico and S. V. Martorana sought the answers to two questions: (1) What facets or areas of the two-year college movement are attracting greatest attention and effort? and (2) What groups of persons are most actively engaged in research work and reporting on these institutions.[6] I find it significant that in the research some 22 percent of the articles dealt with the aims and objectives of the junior college, while all of the rest were concerned with more specific matters such as instructors, libraries, students, enrollment statistics, administrative practices, curriculum, finance, and others.

More startling, however, is their conclusion in which they ask the following questions:

> (1) With respect to an educational idea so committed to instructional excellence and the focusing of attention on the student, why is research activity and reporting in such areas of the two-year college as instruction and curriculum development found relatively infrequently when compared to such areas as aims and objectives, institutional administration, and the relationship of the two-year colleges to other educative or non-educative agencies (external control)?
>
> (2) Why is half again as much of the research and information reporting being authored by junior college administrators than by the next most active group (persons on the staff of four-year colleges and universities), and why are the classroom instructors and special service personnel (such as director of student personnel) seen relatively so infrequently as authors of these reports?[7]

They also went on to point out that the most active 10 writers, if chosen as a base and representing only two and one-half percent of the total group of authors, produced approximately 16 percent of the titles indexed.[8] I should point out that the bulk of the articles reported in this study were magazine articles.

The November 1958 issue of the Junior College Journal carried an article by Grant Morrison entitled "Research of a Two-Year College."[9] Morrison, speaking to research that is needed, states:

> In looking at the junior college alone it would seem necessary to explore the following:
>
> a. What instructional methods are most appropriate considering the heterogeneous ability, interest, and objectives of the student; the objectives of the institution; and the understanding of the psychology of late adolescence?
>
> b. If the major emphasis in the junior college is instruction, what research is needed to explore the relative merits of different types of instructional methods and procedures in different fields?
>
> c. What experimentation and research is needed in curriculum revision so that the programs offered may more adequately serve the student, the community and the nation?
>
> d. If it is agreed that the junior college is a unique institution, it would seem reasonable that the most important research should be in the area of its greatest uniqueness.

> Whenever the junior college is planning a library or some other building, whenever it is developing or revising a curriculum to meet community needs, whenever it is examining instructional methods, there should be a constant reminder of the uniqueness of the institution. The buildings, the curriculum, and the methods used in four-year colleges or high schools are seldom appropriate for the two-year college.[10]

Morrison goes on to list eleven subjects that he considers essential for additional careful study.[11] Among these he cites the need for evaluation of program and the characteristics of junior college students in relation to educational goals.

What do we know? Not much about the role of the community college that we can support by effective evidence. But the testimony of many who are close to the college will serve us until we can reasonably extend by research that which we know. Some projections that have run as consistent threads through the warp and woof of the material now published are these:

(1) The community college will be expected to bear a greater share of the higher education load in the decade to come. Some have predicted that by 1970 one of every two students entering post-high school training will do so in a junior college. The present legislature may upset this time schedule in Washington, but the 1965 boom crop of high school seniors cannot be long ignored.

(2) There is agreement that the number of colleges will increase in the years immediately ahead. The characteristics of the institutions lead to preservation of the notion that they should be located within easy commuting range of students. Dedication to good counseling, small classes, local control, and response to local needs are all concomitant of this attitude.

(3) We can assume that programs of technical and occupational curricula will be greatly expanded. Federal, state, and local agencies have already teamed to make training available. Every straw in the wind points to great growth in this facet of the college programs. Though I honestly think that we are far from a definition of the type of program most needed for the technicians, and perhaps even farther from a plausible definition of the technician himself, I expect that we will occupy our staff to an increasing degree with attempting to solve the riddle of technical training.

(4) Growth in numbers of students, of colleges, and of educational qualifications for entering jobs will bring about an acute staffing problem. Men and women who are adequately trained and cognizant

of the philosophy of the college will be increasingly hard to find. As industries and the four-year colleges offer blandishments to the junior college faculty person we can look forward to some difficulties in securing a qualified faculty. But we must solve this one if we are to maintain our present momentum in the higher education orbit.

(5) Mention has already been made about the continuing education phase of community college development. I merely underscore it here.

Now it must be apparent to you in this very sketchy review of some of the research that has been done that we have a decided need to conduct studies that will set out the distinctive role of the junior college, and particularly, I think, in this state where there is so much agitation and confusion as to its unique place in the higher education scheme. The recent statement by the five state college and university presidents, which appears to have been issued in an exemplary burst of good will, has been read in almost as many fashions as people who have reacted to it.[12] I have been personally amazed at the interpretations of those who should have been reasonably understanding of the intent in which it was issued. The resultant consternation only points up the sharp need for thorough-going research and identification of our unique role.

In light, then, of my foregoing remarks I would like to suggest these areas of research which appear to me to be vital:

(1) A careful and analytical study of just what the program of the community college is in the State of Washington should be made. Though I would by no means call for uniformity in this area, it would seem that we should be able together to develop pretty consistent guidelines that would assist existing institutions and new colleges in formulating a consistent philosophy of education in relation to the whole higher education scheme.

(2) We need a better identification of the role of the junior college. Sometime back the University of Washington set forth its role and clearly stated its aims and objectives.[13] It would seem to me that a similar identification of the role as developed by junior college personnel would be in the best interest of the overall development of higher education in Washington.

(3) Papers delivered yesterday on student population clearly show that we have a need to revise the profile of the student population of the junior college. Facts and figures and enrollment statistics indicate that there has been a change in the character of the student body. It would appear that we need a continuing analysis of student characteristics.

(4) Some means to arrive at a reliable projection of enrollment needs to be developed. The perpetual state of registration chaos could, I think, be somewhat alleviated if we were able to make more accurate projections of the pressures upon the community colleges.

(5) I see a need for continued research in the matter of definitions. For example, if we could arrive at a definition of the differences between education and training, I think it would help our curriculum builders in establishing proper programs. We further need to identify the role of technician training and the program of studies required for this expanding area of the junior college program.

May I again express my hope that this symposium will identify and stimulate needed research.

FOOTNOTES

[1] Leland L. Medsker, The Junior College, Progress and Prospect, New York: McGraw-Hill Book Company, 1960.

[2] The Very Rev. Michael P. Walsh, S.J., "College Curriculum: The Decade Ahead," School and Society, Vol. LXXXIX (October 1961), p. 317.

[3] Franklin Parker, "The Community Junior College -- Enfant Terrible of American Higher Education: A Bibliography of 225 Doctoral Research Dissertations," Junior College Journal, Vol. XXXII (December 1961), pp. 193-204.

[4] Ibid, p. 194.

[5] Walter Crosby Eells, "Junior College Doctoral Dissertations -- Supplementary List," Junior College Journal, Vol. XXXIII (September 1962), pp. 16-19.

[6] Louis D. Amico and S. V. Martorana, "A Decade of Research and Information Reports on the Two-Year College," Junior College Journal, Vol. XXXII (January 1962), p. 292.

[7] Ibid, p. 297.

[8] Ibid, p. 298.

[9] D. G. Morrison, "Research and the Two-Year College," Junior College Journal, Vol. XXIX (November 1958), p. 128.

[10] Ibid, p. 131.

[11] Ibid, p. 132.

[12] Statement by Presidents of the Five State Colleges and Universities, January 1962.

[13] Statement on the Role of the University in Higher Education in Washington, University of Washington, January 1960.

Dr. Berg's research paper discussed by: Paul Preus
Big Bend Community College
Moses Lake, Washington

Among Dr. Berg's projections is the assumption that technical-occupational curricula will be greatly expanded. He mentioned some of the forces at work in our society which make this such a reasonable assumption. The United States Department of Labor manpower studies also offer strong support to this projection.

One of the problems attending this expansion will be the development of technical programs of obvious worth and applicability and the presentation of these courses in such a way as to attract competent young people to them. While these curricula have been rather consistently ignored in some colleges, some other institutions have developed highly successful technical programs. Those which have proved especially attractive to students might well be studied to determine, if possible, the factors which have contributed to their success.

Dr. Berg's point regarding the increasing numbers of students of all ages who will be knocking at our doors could be re-emphasized. Even a casual study will render it obvious that unless facilities are greatly expanded, the "open door" colleges will be forced to become more and more selective. This problem could be seriously aggravated by economy-minded legislators who may not take a sufficiently long range view. The manner in which the colleges accomplish this selection will have a definite influence on their collective image. It appears safe to predict that the impending "tidal wave" of students will alter the role of the community college as an educational institution. That these changes will be in directions which will benefit our students, our communities, and our society should be the principle of our further work and study.

Dr. Berg's research paper discussed by: Elmer Clausen
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Dr. Berg was given a most difficult assignment to present a paper within the title, "The Community College as an Educational Institution." For if the community college isn't an educational institution, what is it?

The reference to the "transfer-vocational technical dichotomy" is bothersome for it is a false dichotomy and should be eliminated from our vocabulary and thinking. To quote Dr. Paul L. Dressel in the College and University Bulletin, May 1, 1959; "There must not be and there is not necessity for an archaic dichotomy on liberal and vocational education in our culture. The need in higher education today is to educate our faculties and our students to realize this is so." He goes on, "Since all education today is, and must be, both liberal and vocational, the task is not that of finding the appropriate proportions of each but rather of reappraising and redefining all courses so that they contribute to both."

Dr. Berg capably defines five forces working on the community college. There is a sixth present in an ever increasing amount and can be best described as the community pressure for the college to be the fountainhead of culture and service to the community through the mediums of " . . . lectures and lecture forums, art, science and natural history exhibits, seminars, discussion groups, library discussion groups, and consultative use of members of the faculty in the community" as authorized by the Law of 1961 under Senate Bill 296. The sweet taste of this leadership so appreciated by a grateful community will soon be habit forming to those community colleges responding positively and actively to the challenge of this sixth force.

Reference is continually made to the term "community." We all know our community in terms of square miles, population, financial wealth, industries, and other numerical statistical values. What do we really know of our community? What are the unstated desires and needs? Who are the people in our area of service? What is the depth of our community service area now and in the future? When is the best time to serve our community? Who and what are the "power" influences of the community? These are the projects for inquiry in depth.

The speaker states; " . . . if we could arrive at a definition of the differences between education and training . . . " the concern for definitions (as championed by Dr. Mortimer Adler and Dr. Robert Hutchins in this case) gives need for reference to a source even higher than those two eminent scholars. Webster, of word fame, indicates the two terms include and refer to one another to a point of being synonymous. Perhaps we should be more concerned with the job of fulfilling community and student needs instead of semantics.

THE COMMUNITY COLLEGE AS AN EDUCATIONAL INSTITUTION

Research paper presented by:

William A. Batie
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Centralia, Washington

A couple of weeks ago I found myself on the freeway between Tacoma and Seattle. I noticed that I was one of a group of vehicles: 5 cars, 1 truck, 1 bus. For about five miles we all traveled down the highway with little or no variance in our positions. Each vehicle carried its own cargo. None of us had any idea relative to the cargo, the identity, or destination of the others. As we passed one exit, one member of the caravan turned off. So it went. Complete autonomy, yet all going a common direction at a common speed for awhile, and then separating on destinations. How like our educational institutions! Insufficient or no liaison between us so that each may have a realization of the cargo and objectives of the others.

Pursuing this line of thinking, it might tacitly be assumed that each of us knows his own cargo and his own destination. Yes, further, it might be assumed that each of us has a clear understanding of his own institution; what it is, what it does, what it strives to do, and who it exists for. It seems to be one of the major purposes of this symposium to try to clarify some of these points. The area to which my remarks are directed has to do with the identity of the community college as an educational institution. Just what is a "community college"?

To approach this question, let us consider the image of the community college as indicated in the thinking of five groups of people. The first group that I would like to consider is composed of high school students. In discussing college with high school students, I get the impression that a considerable number of the seniors believe the community college or junior college to be a stop-gap between high school and the four-year college, - a place junior to college; a place where they may go for two years and be considered a college student; where they get that "I'm in college" status, and where they may work sufficiently on a part-time job, or even a full-time job, and thereby accrue sufficient funds to support themselves for two or three years at a four-year college.

An immature picture with fantasy as the basic ingredient. They sat for four years in high school and expect to sit for two more and thereby gain collegiate status. In analyzing this attitude I wonder if this image isn't one which high school students dream up because of their inexperience and youth. Yet many of the students in a community college create this impression by their actions and activities while in a community college.

Other high school students - and a minor proportion, I might add, - believe they may receive an education comparable to the lower division of a four-year school (or the two-year technical training programs of industry), receive it locally at a reduced cost to themselves and benefit by the rationale, morale, and companionship of home and their known neighborhood while adjusting to the rigorous discipline inherent in the pursuit of the profession or skill and/or craft of their choice. Out of this group eventually comes the hard core transfer student who is able to meet successfully all competition on the junior collegiate level at the four-year college. Others become the trained technicians needed in our economy.

Between these two extremes lie two other groups of high school students. One of these groups is composed of the intellectually-insecure student who feels that in a community college he will find intellectual competition and training sufficiently rigorous to give him the background and confidence necessary to allow him to venture away from his home environs, IF he can become a successful student. Then he can take his place in the "big, buzzing, booming confusion" of a four-year college. To him the community college is a two-year haven, - acceptable to society, therefore to himself, - wherein he may postpone making some decisions which bear on the awesomeness of existence of his generation. Included here are the decisions relative to the obligated service to the country for the males, the postponement of facing reality in regards to self-motivation to an occupational goal, the development of the permeating conclusions relative to one's abilities and their final acceptance, et al.

The other group of high school students believes the community college is a place where each may partake of the variety of intellectuality and/or skills but not too deeply, and maybe find a flavor palatable for life-long pursuance. I call them samplers.

So much for the high school image. Let us now turn to the community college student himself. What is the community college to him?

The first image I find among community college students is that the community college is a nondescriptive, passive sort of tolerant host which nudges them on occasion, but generally allows each to vegetate as long as the student stays within the accepted limits of conduct, scholastically and socially.

The second image I find among community college students is that the community college offers an environment for personal expansion, - scholastically, socially and in extracurricular activities such as has never been within the experience of the student before. The community college becomes an area which supports self-realization to an extent never believed possible by the student. And, as a result, the community college becomes the symbol of self-realization in its best sense.

The third image I find is that the community college is a bank of standards exerting the most rigorous discipline to which the student has ever been subjected, - a place where standards become real in light of personal ability. And this comes with considerable shock, - and genuine appreciation. So much for the image of the community college held by community college students.

Let us now turn to a third group, - namely the faculty of a community college - to explore their image. Here again we find more than one image or identity. To one group it is a haven from the discipline and raucousness of the secondary level, but still secondary, i.e., junior to college, in intent. Thank goodness this group is a small minority. But on occasion it has been vocal!

To another group among the faculty the community college offers a seasoning ground whereby each faculty member tries his wares and intellectual wings, and, if found acceptable and sound, he sells them to a four-year school in return for the added prestige (?) which society may connote to that status.

To a third group of community college faculty members - and I may say the overwhelming majority of faculty members - the community college is the one place in the educational world where the major emphasis is on lower division work or on the true vocational skills. Here is the institution interested in giving the individual who has the basic skill tools of learning the opportunity to start synthesizing his learning into the organized patterns of culture and skill started by his forefathers, and to which he will make his own contribution. Here is the institution which allows for progressive development of each individual skill of a student--be it academic, athletic, mechanical, artistic, or social. The student starts at a level for which he is prepared and evolves within his capacities to the level and goal consonant with his desires and abilities. And the quality of his performance is such that it will, if pursued far enough, place him in an acceptable, productive position in society. The faculty member believes he has the privilege to be fully creative in imparting the general cultural background of our society and he has the responsibility to direct such creativeness toward our society's goals. The community college offers this environment. So its image to the faculty member becomes a symbol of equal educational opportunity for each student who registers therein. The faculty member assumes the inherent responsibilities freely, without equivocation, for teaching and guiding a heterogeneous student population. This may not follow Medsker's and Clark's statistical data, yet I believe it to be generally true.

A fourth group of people whose image of the community college we should pursue is represented by the faculty of the four-year colleges. Here the image is fuzzy--not clear cut. Some shrug the subject. Others have developed their ideas about a community college from hearsay. The few who know the community college have high regard for its staff and the quality of its program. Therefore, transfer problems are held to a minimum. The majority take a "wait and see how the transfer student gets along in my class" attitude. And since most of this group have never had a transfer student in their classes knowingly, they have little or no idea relative to the curricula, standards, or staff of the community college.

The fifth image of the community college which we must seek is that found in what is known as the community. What does the public think of the community college?

To many - particularly to those interested in community assets and development - the community college represents one of the largest payrolls and assets in the community. Another image is that of an attainable institution of higher learning - attainable for his children wherein they may get the "educational benefits which I never had" - whatever that might connote.

Another image held by more and more people is peculiarly personal. A "Here is our college" image. College to this group means the escape of college from the "hallowed halls of ivy." This "collegiate environment" becomes a part of the locale. And the public takes pleasure and pride in displaying this local proprietorship.

To another evergrowing segment, the community college is what its name implies - an institution which strives to give the community education beyond the high school level, oriented toward the professional or skilled trade standards. It is this group's children who constitute a sizeable portion of our student bodies.

So to return to the topic. How can we consider the community college as an "educational institution"? In light of the wide variety of images which I have depicted above, (and these certainly do not exhaust the field) it seems that Nunis and Bossone are right in their article in the November issue of the Junior College Journal when they intimate the identity of the community college has never yet truly become definitive in terms of its educational objectives. We have been like Topsy - we just grew. And our growth is reflected in the regularly announced changes and additions in our offerings, curricular and otherwise.

Is this bad? or good? Should we be a plastic, many-faceted institution capable of staying current or should we gain a solid identity with a rather stereotyped format, and lose our plasticity? Can we maintain plasticity and be an institution of "higher learning"? Or is plasticity confined to the "Applied Arts"? Or should we try to introduce plasticity into all curricular areas? (We certainly are unable to prevent plasticity in student affairs!) Or is plasticity a thin overlying coat which adjusts to the current environment and temper of the time, overlying deep, time-abiding fundamentals of cultural development which mark and measure man's progress from the cave to the moon and beyond.

Mr. Batie's research paper discussed by: Dr. Allan P. Crawfurd, President
Lower Columbia College
Longview, Washington

Mr. Batie has described, elegantly and succinctly, the splinters of opinion that our publics -- high school students, college students, faculty and community -- have about us. May I add a few random personal observations and conclusions which I hope will be of interest.

The tenor of Mr. Batie's remarks serves to underscore the fact that we community college people are seeking to find for our institutions a personality which projects itself readily and favorably into the public consciousness. We are in fact "young schools in search of an identity."

This lack of identity seems to give us feelings of insecurity. However, I think we will lose these feelings if we remember that community colleges are still in an evolutionary process, and cannot hope to have already established an easily recognizable pattern, with wide public acceptance and understanding. After all, our movement is a baby -- scarcely sixty years old; remember, it took the university six hundred years to develop its modern prototype: the multi-million dollar complex with fraternity houses and research laboratories clustered about a football stadium.

Certainly we're new; certainly it is taking time for our publics to get to understand us and what we are trying to do; but they will only begin to do so if we understand and believe in ourselves. We have every reason to feel confident when we realize that of every four new institutions of higher learning founded in recent years, three have been schools like ours! In short, we can and must hold our heads up high.

What we must do is to stop acting like frightened travelers, huddled on a mountain path; scared of the rocky pinnacles of the university above, and the yawning intellectual abyss of the high school below!

The force of gravity is the more apparent danger, so we are naturally afraid of being tumbled down into the high school abyss. We therefore make much effort to prove we are detached from the secondary school from whose loins most of our institutions sprang.

Well and good! I think we should continue to do so. But if we want to establish the completeness of this divorce, for heaven's sake let us strike from our vocabulary such uncomplimentary phrases as "extended secondary", and "thirteenth and fourteenth grades." You can scarcely open a copy of the _Junior College Journal_ without finding a writer using such terms, which seem to admit the junction with the high school that we are trying to deny.

Mr. Batie referred to some high school students who believe that we are a place "_junior to college_." How can we blame them when, again in the _Junior College Journal_, we find Nunis and Bossone, (the writers Bill referred to at another place in his talk), saying quite incorrectly, that from the beginning the term "junior college" signified "junior _to_ college." Anyone who has studied the history of the junior college movement knows that President Harper of Chicago ascribed this term to our kind of institution at a time when several universities (including the University of Washington, incidentally) had formally divided their four-year curriculum into a junior and senior college. It was an obvious step to transfer the term "junior college" from its application to the first two years _within_ the university, to a program involving the first two years conducted _outside_ the university.

Some people feel that we can avoid the "extended high school" and "junior to college" labels by attempting to scramble up among the rocky pinnacles of higher education.

This seems to me to be a dangerous fallacy. I cannot see how in university company we can help but emerge "junior" *in fact*. In the vertical world of the university, many of the horizontal values of the community college have little worth or meaning.

By "horizontal values" of the community college, I mean such things as a wide-open-door policy by which everybody -- even the hitherto failure -- gets a chance, and another chance. I mean our concern for the misdirected or even directionless student who, thanks to the more compassionate atmosphere of our kind of school, our superior counseling facilities, and our varied educational programs, has an opportunity to find himself with us. (I liked Mr. Batie's very apt name for such students -- "samplers.") I also mean our technician-training programs, probably one of the most significant developments in education today, tremendously important, and ideally suited to the community college environment.

Let's stand up and tell people, loud and clear, that we are what we are, and we're good at it, and we're proud of it. If I may quote from my own chamber of commerce - type speech, let's help people to understand that we are *not* an extended high school; we are *not* half of a four-year school -- to be finished when we get around to it; we are *not* a cut-down university; we are *not* a makeshift liberal arts college; we are *not* a substitute for a technical school.

We must also help them to understand that the question facing young people today is not "college -- or no college" (usually meaning a four-year liberal arts college); but rather what kind of post-secondary education is he to seek, if he is not going to have to settle for the least desirable kind of employment, low in satisfactions and monetary rewards.

Finally, we must help them to understand that these young people will in many cases find their post-secondary educational needs well taken care of in our new and very special kind of college: the comprehensive public community-junior college.

This is a form of higher education which enthuses people in the community -- wherever and whenever we take the trouble to explain it to them. As Mr. Batie suggests, we are not a tradition-encrusted institution "with ivy creeping up the walls and professors creeping through the halls." We are a new and vital kind of school where the "town and gown" separation does not exist. The college is the community, and the community is the college.

Mr. Batie closed his interesting presentation by posing a question: should the community college remain plastic; or seek to establish itself in an acceptable stereotype, for the sake of ready identification.

Possibly we can find the answer to this question in a recently published AAJC leaflet, which stated that the community-junior college is a new kind of institution, "growing out of this nation's unique social, political, economic and cultural society and its needs."

I for one think it would be a terrible thing if, in order to find identity, we lose our character. I hope we will always remain plastic, ready to meet our community's and our country's needs.

Mr. Batie's research paper discussed by: Dr. Victor Bolon
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Bremerton, Washington

Mr. Batie has presented us with a provocative challenge as junior and community college personnel. Are we an educational institution of significance and if we are, what gives us the right to make that declaration? Furthermore, is the fact that our curricula undergoes continual change and the additional fact that we appear in varied images to different groups necessarily a bad thing? The answer to these general questions and the many specific questions raised are not cut and dried, and it may be a long time before such answers are forthcoming.

I have had Mr. Batie's paper in hand for two days. In that time I have done a considerable amount of reflection upon his thoughts. Unfortunately, I reached the limit of my knowledge of community and junior college affairs much earlier than I care to admit. Turning to my library I reached for Medsker and Hillway, two of the most vocal and authoritative men in the area of junior-community college education. These men and others like them have many of the answers to the questions being asked by Mr. Batie, myself and others. I do not mean to imply that they have all the answers but that they do impart information which cannot help but be of invaluable assistance in determining philosophy, organization, administration and programming in each and every junior and community college.

Very briefly, let me explore three general questions raised by Mr. Batie. First of all, are we truly an educational institution and is our job significant? In answer to that question and quoting from Medsker's 1960 book, "Twice within the past decade two presidential bodies have pointed to the potential place of the junior college in American higher education." In 1947 the Commission on Higher Education, appointed by President Truman, said, "As one means of achieving the expansion of educational opportunity and the diversification of educational offerings it considers necessary, this commission recommends that the number of community colleges be increased and that their activities be multiplied."

Less than 10 years later, the Committee of Education Beyond the High School, appointed by President Eisenhower, said in its second report to the President: "The expansion of the two-year college has been one of the most notable developments in post-high school education in Twentieth-Century America." It goes on to say, "These institutions respond to the increasing demand for a greater variety of more accessible training and education, while at the same time helping other colleges and the universities to concentrate a greater proportion of their energies than would otherwise be possible on upper division, graduate, and professional work."

The report also indicates that community colleges are not designed merely to relieve enrollment pressures on senior institutions but that they have a role and an integrity of their own. Support of this type is widespread and by many divergent groups, not to mention the support given us by our students who are our very bread and butter.

Secondly, the curricula of the junior and community colleges are exceedingly varied and rightly so. Some of these institutions were established for singular purposes only, as for technological training or general education. On the other hand, the emerging form of the two-year college, which is beginning to be identified as the community college, seems to be dedicated primarily to the major aim of providing whatever educational services are needed by the particular community.

Hillway, in his book of 1958, recognizes the wide variations among the specific programs in the community colleges but suggests that regardless of the label applied to them, they are or at least should be concerned with these purposes: "(1) the democratization of higher education through the extension of greater opportunity to all youth, (2) community service, (3) vocational training for the semi-professions, (4) more effective adult education, and (5) guidance and rehabilitation."

When I look at the scope of this multipurpose educational institution we call the junior-community college, I am awed. Is it any wonder that the curricular experiences frequently engender feelings of instability? If the community college is attuned to the needs of the community and has the resources available in terms of money, staff, and facilities, the very nature of its service demands that change is inevitable.

Finally, the fact that the community college is not a single purpose institution almost guarantees the variety of images of which Mr. Batie has spoken. These divergent images do not in themselves concern me; what does concern me is the question of whether or not the image that is held is an accurate one. I would suggest that a step in the direction of promoting accuracy in the perception of the roles of community college would be the dissemination of information: dissemination of information that is descriptive, clear, pertinent, and necessary for complete understanding. Every conceivable channel should be utilized for this purpose, from the guidance personnel of the high schools to the service clubs of the community.

Yes, Mr. Batie, I believe the community college has a place in the educational scene of America--a very important and also a very unique place. I am at times both proud of my affiliation with these institutions and sometimes annoyed by what I have seen in our community colleges. I wait patiently for the day when we will be permitted to operate our institutions as well as we already know how.

The Community College Faculty and Staff

1963

Proceedings of

COMMUNITY COLLEGE RESEARCH SYMPOSIUM

Louis Bruno State Superintendent of Public Instruction Olympia

THE COMMUNITY COLLEGE FACULTY

Research paper presented by:

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There are many pitfalls in preparing a working paper on The Community College Faculty because the literature is extensive and varied. I have therefore taken the liberty of grouping some of the research into four approaches. Recognizing that many approaches have been used with success, I will report on only a few studies as examples in order to present a background for discussion.

The first and most often used approach is the gathering of the vital statistics and characteristics of the profession. This process was started by McDowell in 1918, and since then Koos has surveyed community college instructors in 1922 and in the 1940's. In 1953, Colvert and Litton, and in 1955, Colvert and Baker, again examined the education background of community college instructors. In 1958, Medsker surveyed the field again and a summary of their reports together with a comparison to college and university faculty of all ranks and to college and university instructors appears in Thornton, The Community Junior College, p. 134:

PER CENT OF THE INSTRUCTORS IN PUBLIC JUNIOR COLLEGES FOR THE YEARS DESIGNATED WHO HAVE THE DOCTOR's, MASTER's, BACHELOR's AND NO DEGREES FOR THEIR HIGHEST DEGREES:

Year and Study	Total Number of Instructors	Doctor's Per Cent	Master's Per Cent	Bachelor's Per Cent	No Degree Per Cent
1918, McDowell	180	2.8	39.5	55.0	2.8
1922, Koos	163	3.0	47.0	47.0	3.0
1953, Colvert and Litton	4,955	6.3	67.5	20.9	5.3
1955, Colvert and Baker	6,985	7.2	68.5	17.9	6.5
1958, Medsker	3,274	9.7	64.6	17.0	6.8
1955, College and University faculty	58,719	40.5	49.0	10.4	-
1955, College and University instructors only	11,646	11.0	62.0	27.0	-

A recent survey by the *State Department of Education of Washington* should provide information on characteristics of community college instructors in Washington State.

Examples of additional information that might be useful from surveys of this kind are:

Where did community junior college faculties earn degrees?

What kinds of teaching experiences have they had?

Are they teaching in their fields of academic preparation?

Do they plan to stay in community junior colleges?

How old are they?

How many are women?

Characteristic studies can provide useful information when conducted within faculty groups to discover differences that appear between groups such as:

Academic and vocational instructors

Newly-hired and veteran instructors

Full-time and part-time faculty

Administrators and teaching faculty.

A second kind of research has been an attempt to locate problems and sources of satisfaction of instructors.

Wood, in a survey of two-thousand instructors, found they thought their problems, in terms of things they felt were important but seldom present in their present jobs, were:

Duties

My work load permits me to maintain a level of accomplishment that is personally satisfying.

The basis upon which my work is evaluated is known to me and I know how I stand.

Teaching and Service to Education

I feel that every effort is made through the appointment and promotion of personnel to improve the entire staff.

The main goal of the administration in my institution is to help the faculty do its job better.

Scholarly and Professional Development

Encouragement and support are given to my engaging in study and other activity which will help me to keep current in my field and improve my job performance and status.

Physical Facilities and Services

The facilities, equipment, supplies used by my students or those using the services I administer are adequate.

My institution provides enough office space, clerical help and other individual work aides and services to enable me to perform with efficiency the primary duties for which I was employed.

Personal Advantages

I find intellectual challenge in the student body.

McCall lists a series of problems of two-thousand seven-hundred forty-seven newly-hired faculty in one-hundred sixty-four North Central Association Member colleges and universities and found that they regarded the following problems as most important:

Acquiring adequate secretarial help
Finding suitable living quarters
Understanding promotion and salary increase policies
Lack of teaching aids
Acquiring adequate office space
Knowing what other departments expect of my department
Using effective discussion techniques in class
Developing effective lectures.

The problem of identifying the concerns of college teachers is extended by the fact that community college administrators view the problems of instruction differently than instructors, as reported in the study of administrators' attitudes toward the shortcomings in the preparation of teachers by Pugh and Morgan. Their report indicates the following shortcomings in preparation of instructors:

Preparation is too frequently of a narrow and specialized nature.
Have the content point of view rather than the student point of view.
Lack of suitable balance of subject-matter and professional training.
Do not understand the community college.
Fail to develop personality traits adapted to the dynamic leadership of youth.
Lack ability or knowledge to relate their teaching to practical everyday problems.

Placement officers make recommendations upon insufficient evidence.

Interested in research, not in classroom teaching.

Consider community college with attitude of condescension.

Lack of work experience.

If we have some idea of how college instructors view their problems, we still need to know more about:

The kinds of differences between faculty and administrative views on the nature of teachers' problems.

The degree to which problems of instructors in colleges and universities under three-thousand are comparable to problems of community college instructors.

What kind of effects these problems cause.

How these problems differ by subject matter field, by age, by sex and a host of other characteristics.

A third item of interest to those doing research recently has been the mobile instructor.

The profession needs to know more about sources of new instructors, more about those who leave a particular position and what happens to them.

The potential sources of college and community college instructors may be much larger than we have thought. Corcoran has found in a survey of superior students in Minnesota colleges that:

This academically selected group was more often attracted to academic careers than those of any other profession.

A majority of those students who were not currently planning an academic career thought that under some circumstances they might later consider such a career.

Interest in academic careers varied considerably depending on the student's major field.

Most of the interviewees changed their career goals at least once during college.

The timing of interest in academic careers varied with major fields.

The prospective college teachers came from families of relatively high occupational and educational levels.

Students tended to minimize the importance of family attitude in their career planning.

People outside the family were valued as sources of vocational counsel.

Academic careers were viewed as sharing some features with other careers, but having certain distinctive advantages and disadvantages.

Students noted several differences in their characterizations of good and poor college teachers.

Stecklein in Faculty Attraction and Retention, and in his summary of these and other findings which appear in Studies of College Faculty, finds that their mobile faculty felt that these steps might have been taken to encourage them to stay at Minnesota:

ACTIONS THAT MIGHT HAVE BEEN TAKEN TO ENCOURAGE FORMER FACULTY MEMBERS TO REMAIN AT THE UNIVERSITY OF MINNESOTA: (John Stecklein and Robert Lathrop, Faculty Attraction and Retention, p. 7)

Suggested Actions

Promotion or some assurance of promotion

Assignment of broader responsibilities and continued support for research and opportunity to teach more desirable courses

Increase in salary

Direct expression of interest by administration

Change of administrative policies and procedures

More formal association with department

Improved teaching and research facilities

Improved fringe benefits (retirement, sabbatical leave, etc.)

We need to know how mobility applies to community junior college faculty.

Who leaves community junior college teaching?

Where do they go?

Why do they go?

What effects does this mobility have?

Who is attracted to community college teaching?

At what time are they attracted to community college teaching?

Who enters community college teaching?

Who does not enter community college teaching?

What happens to those who do not enter community college teaching?

How can we attract superior college students into community college teaching?

A fourth approach to recent research about college faculty has been to take patterns and ideas from other disciplines and apply them to higher education. Sometimes this involves a person, such as David Reisman or Richard Hofstadter, who has made his reputation in another discipline and then becomes interested in the problems of higher education.

Robert Knapp, for example, has tried to deal with the problems of the college instructor in the context not only of the limited academic environment of the instructor but also of the larger social context within which he lives. Thus, Knapp saw five future and current stresses in the professional vocation:

> The conflict between institutional loyalty and loyalty to the discipline.
>
> The conflict between the teaching and the research function in most fields.
>
> The conflict about the peculiar conditions of academic employment.
>
> The discrepancy between socio-economic standing and the educational level of the profession. This enforces a tendency for instructors to withdraw from middle class culture and establish a relatively *isolated sub-culture.* This separation from non-academic people of the same educational level is a source of conflict and of personal distress.
>
> A peculiar set of conflicts which arise out of the nature of administrative control of higher education.

Adelson, in a speculative but useful essay, "The Teacher as a Model," tried to adopt some psychoanalytic terms to describe different kinds of teachers and the models they represent. We need to know more about this whole area.

J. K. Galbraith has provided us with a pattern of the development of American society in the age of The Affluent Society. We need to know if this is a useful predictive guide for the future of higher education.

Conclusions

Recent research has centered on vital statistics of college teachers, problems of college teachers, the mobile college teacher and attempts at an interdisciplinary approach to understanding the college teacher and his role. The approaches and findings of these studies present many ideas for essential study and research on the Community College Faculty for the State of Washington. It appears, however, that some of the most vital studies needed at the present are:

1. To develop an image of the Community College Faculty Member in order to:

   Define the characteristics of outstanding Community College Faculty Members.

   To select and recruit potential Community College Faculty Members.

   To develop programs of preparation for Community College Faculty Members.

2. How to develop compensatory devices to nourish the psychological needs and demands of faculty without copying ineffective and outmoded measures of senior institutions.

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A study of campus culture and social roles established through formal and informal interaction in the organization. Deals with the self-image of the instructor and his preconception of his place in the college, as well as the organization of the college as it exists. Emphasizes the importance of departmental chairmen in meeting expectations, satisfactions and developing morale.

Corcoran, Mary, *Where Does College Teaching Stand in the Career Plans of Superior College Students?*, Minneapolis: University of Minnesota, 1961, 85 pp.

A study of superior college students in colleges in Minnesota indicating that large numbers of able students considered college teaching as a career and emphasized the importance of the instructor as a motivating force in decisions about careers in teaching.

Faculty Personnel for the Two-Year Colleges, Proceedings of a Regional Conference sponsored by the New England Board of Higher Education, Winchester, Massachusetts, 1960, 54 pp.

A series of essays dealing primarily with faculty needs in the two-year colleges in New England.

Faculty Utilization and Retention, Proceedings of a Regional Conference sponsored by the New England Board of Higher Education, Winchester, Massachusetts, 1960, 114 pp.

Contains a series of essays, not all in agreement by any means, on who stays in college teaching and why some leave.

Gustad, John W., "Faculty Retention and the Conditions of Work," *Faculty Utilization and Retention*, Proceedings of a Regional Conference sponsored by the New England Board of Higher Education, Winchester, Massachusetts, 1960, pp. 34-38.

Gustad found that people became college teachers largely because of the kinds of people they were; that of those who left college teaching, almost all regretted it and that college teachers are more likely to be driven away from teaching rather than attracted away.

Henry, Nelson B. (ed.), *The Public Junior College*, The Fifty-fifth Yearbook of the National Society for the Study of Education, Part I, Chicago: The University of Chicago Press, 1956.
An indispensable collection of useful essays.

Johnson, B. Lamar, "Problems of Preparing Junior College Teachers," *Report of the Statewide Conference on the Preparation of Junior College Teachers* (mimeographed), Sacramento: California State Department of Education, 1958.
Contains a survey of the backgrounds of five-hundred eighty-nine employees in California junior colleges in 1957 and series of suggestions as to the qualities a good academic instructor should have.

Katz, Joseph, "Personality and Interpersonal Relations in the College Classroom," *The American College*, ed. by Nevitt Sanford, New York: John Wiley and Sons, Inc., 1962, pp. 365-395.
Deals with the general characteristics of the college teacher; a ready acceptance of a subordinate status; a sense of separateness from society, and an unwillingness to consider motivations primarily economic or political as compatible with college teaching. Invites study of the "process of becoming deadwood" and a closer examination of the classroom from the teacher's perspective as well as the teacher and the classroom from the student's perspective.

Knapp, Robert T., "Changing Functions of the College Professor," *The American College*, ed. by Nevitt Sanford, New York: John Wiley and Sons, Inc., 1962, pp. 290-311.
Discusses the functions of the college professor and his evolving role in America. Places emphasis upon change and the importance of the social setting in placing stresses upon the professional vocation.

Koos, Leonard V., "Junior College Teachers: Background of Experience," *Junior College Journal*, 18:457-69, April, 1948.
A survey of teaching background in junior college instructors. Useful, but somewhat dated.

________. "Junior College Teachers: Degrees and Graduate Residence," *Junior College Journal*, 18:77-89, October, 1947.
One of a series of articles on junior college instructors emphasizing their academic preparation.

________. "Junior College Teachers: Preparation in Education," *Junior College Journal*, 18:332-44, February, 1948.
A survey of the professional education background of junior college instructors.

________. "Programs of Junior College Teacher Preparation," *Junior College Journal*, 19:333-46, February, 1949.
A survey of the programs for the preparation of junior college instructors existing in 1948.

________. "Junior College Teachers: Subjects Taught and Specialized Preparation," *Junior College Journal*, 18:196-209, December, 1947.
A survey of the use of the academic preparation of junior college instructors in the classroom.

McCall, Harlan R., and John X. Jamrich, Karl T. Hereford, and Burton D. Friedman, *Problems of New Faculty Members in Colleges and Universities*, No place, Center for the Study of Higher Education, Michigan State University, 1961, 35 pp.
An attempt to discover what problems faculty members indicate they encounter in their college and university teaching and which administrative procedures new faculty members perceive to be helpful in alleviating those problems. Divided problems into personal, institutional and instructional. Many of the problems of new faculty at institutions with under 3000 students may appear in junior colleges.

Medsker, Leland L., *The Junior College: Progress and Prospect*, New York: McGraw-Hill Book Co., 1960, 366 pp.
One of the most useful books on the junior college.

Ostroff, Anthony, "Economic Pressures and the Professor," *The American College*, ed. by Nevitt Sanford, New York: John Wiley and Sons, Inc., 1962, pp. 445-62.
Demonstrates the relative "poverty" of the college teacher and very directly and importantly shows how this economic isolation can change his effectiveness in the classroom. Urges the solution to the economic problems as essential to continuing classroom success.

Pugh, David B., and Roy E. Morgan, "Faculty Needs and Requirements," *Junior College Journal*, 13:427-35, May, 1944.
A survey of needs of junior college faculty and of requirements for positions. Somewhat out-of-date.

________. "Shortcomings in the Preparation of Instructors," *Junior College Journal*, 14:405-15, May, 1944.

Reynolds, James W., "Administrative and Supervisory Practices for Improving Instruction," *Junior College Journal*, 18:181-90, December, 1947.
An attempt to suggest and to describe some means by which administration can improve the classroom performance.

Sanford, Nevitt, (ed.), *The American College*, New York: John Wiley and Sons, Inc., 1962, 1084 pp.
A collection of excellent essays on problems in the study of American Higher Education from sociological and psychological viewpoints.

Stecklein, John E. and Robert L. Lathrop, *Faculty Attraction and Retention*, Minneapolis: University of Minnesota, 1960, 130 pp.
A study of factors affecting faculty mobility at University of Minnesota including why new faculty came to Minnesota, why some did not, why some faculty left, why some declined other offers, and suggestions for change in university procedures and policies.

Stecklein, John E., "Research on Faculty Recruitment and Motivation," *Studies of College Faculty*, Papers presented at an Institute for College and University Administrators and Faculty sponsored by Western Interstate Commission for Higher Education, Boulder, Colorado, and the Center for the Study of Higher Education, University of California at Berkeley, 1961, 145 pp.
A report of an attempt to learn more about the factors that influence people to choose the college teaching field, the relationship of such factors to subject fields, the images of college teaching held by capable students and the variety of measures that can be taken to attract individuals into the profession of college teaching.

Stone, James C., "The Preparation of Academic Instructors for the Junior College," *Junior College Journal*, 28:386-70, March, 1958.
Proposes a plan for the preparation of junior college instructors who have earned the master's degree before considering junior college teaching primarily through a special kind of internship.

Studies of College Faculty, Papers presented at an Institute for College and University Administrators and Faculty sponsored by Western Interstate Commission for Higher Education, Boulder, Colorado, and the Center for the Study of Higher Education, University of California at Berkeley, 1961, 145 pp.
A series of uneven, but useful essays on college faculties.

Thornton, James W., Jr., *The Community Junior College*, New York: John Wiley and Sons, Inc., 1960, 300 pp.
One of the most useful books on the community junior college for the educator and for the general public alike. Contains an excellent bibliography.

Wood, Louise A., "*Conditions of Work of Faculty and Administrators*," *Faculty Utilization and Retention*, Proceedings of a Regional Conference sponsored by the New England Board of Higher Education, Winchester, Massachusetts, 1960, pp. 48-54.
Report of survey of fifty-three items and two-thousand people from nine-hundred and seventy institutions for the purpose of discovering how important they felt their conditions of work were to the successful accomplishment of their work and the degree to which they felt the important conditions of work were present in their current working conditions.

Dr. Giles' research paper discussed by: Kasper C. Harking
Skagit Valley College
Mount Vernon, Washington

It seems fair to say that most of us in community college education have some rather firm convictions about the faculties we have or want on our campuses, but that generally speaking these convictions are not based on research evidence. This probably means that many of our convictions are actually prejudices which can become rational only after they are either confirmed or modified by acceptable evidence.

Dr. Giles' important survey has certainly given us enough research material to test many of our convictions. In fact, as one peruses his valuable paper, it is difficult not to be frightened by all of the research possibilities that he exposes. Obviously, all that I can do in this brief time is select certain items of interest to me (and, I hope, to you) and either re-emphasize, modify, or take issue with them.

One of the more significant areas referred to in this study concerns administrators' views of faculty deficiencies. The Pugh and Morgan list of faculty shortcomings (p.101) contains items which seem almost to have the status of self-evident truths, if one is to believe certain influential community college educators. However, in this case as in most others employing self-evident arguments, we must take care that the "self" is not more contributing than the "evident." It is obvious these research conclusions derive from a certain, fairly well crystallized point of view as to the nature of community college goals. And one may still ask whether this point of view is sound.

It would seem that the major criterion for making judgments about teacher preparation should be efficiency of student learning. And from this vantage point, it is not at all demonstrable using the research evidence that we have, that some of these "shortcomings" are genuine.

Instructors, for example, who have the content point of view rather than the student-centered point of view are not necessarily the poorer for it. At least this shortcoming remains to be proven.

Dean William McKeefery of Alma College writing in The North Central Association Quarterly (April, 1958) rather compellingly developed the thesis that equally effective teaching can be and is done by at least three quite different teacher-types. These three he calls the departmentalist, the generalist, and the student-centered teacher. McKeefery declared that the major deficiency of the poor teacher has very little to do with his instructional orientation; it is his personality which most often is at fault. A deep-seated misanthrope, for example, will always be a poor teacher, yet this person may be student-centered in his preparation and orientation.

Similar qualifying remarks can be made concerning two other items on the Pugh and Morgan list, namely, that concerning research and teaching, and that concerning a lack of understanding of the community college.

Not a few people (in opposition to the traditional "party line") are now maintaining that some research instead of being inimical to good teaching at the community college level, is in fact necessary to it. There are basically two reasons for saying this.

First of all, most of us would agree that a major problem for the bright young scholar who accepts a position in a community college is intellectual staleness. Very often this person must face a steady diet of lower division (and even remedial) courses without very much in-depth association with his subject-matter peers. About the only avenue open to this scholar is research, if he is to remain sharp in things intellectual. We can't permit the research to conflict with his teaching duties, but surely we should encourage each of our instructors to engage in it when he can, and give him recognition when he has done it.

There is another aspect to this problem too. Higher education, whether on the junior or senior college level, is simply spurious if it does not attempt to engender a spirit of inquiry among its students. Responsibility for this engendering lies primarily with the instructor, and if he is not frequently engaged in research of some type, he may not completely understand this responsibility and he is not apt to fulfill it adequately. "Legalized loitering", after all, may not be characteristic of students alone.

The declaration that an instructor's lack of understanding of the community college implies his less effective functioning is interesting too. Generalizations by community college advocates about our particular type of institution furnish a valuable ground for approaching the problems we face. But these generalizations will not equally apply to every community college. Recent studies of senior college and university campus cultures show a remarkable diversity of traits. On some campuses, theoretical interests predominate; on others, economic interests; and on still others, things occupational capture the interests of most students.

There is little doubt that like dissimilarities can be shown to exist among community colleges -- even in this state. One must certainly agree that it is necessary for each faculty member to comprehend (and contribute in the establishment of) the actual goals and philosophy of his institution. But a lack of this understanding cannot be remedied in an instructor's preparation; this is a job for faculty orientation and in-service programs in the institution where he works. Administrators who complain about this shortcoming should realize that they have the only sound methods for ameliorating it.

This survey makes reference to another point of increasing importance too, namely, academic promotions. Personally, the writer has always been opposed to ranking systems on the plea that an academic aristocracy on our campus would do violence to faculty morale. However, we have lost some valuable people to senior colleges because of this stand. They were highly competent and enjoyed their work with us, but we could offer them no future comparable to professorial status. Perhaps we are paying too high a personnel price for our "folksy" atmosphere. This may not be true, but more research on this subject certainly merits our deepest interest.

In closing, I can do no better than re-emphasize one of Dr. Giles' allusions to the quantity of research already in accessible form. He rightly pointed out that most of us have been complaining for a long time that research on community college faculties, while desperately needed, was simply not available. His "working paper" certainly exposes the vacuum behind that complaint. The problem is not that there is a paucity of research, but rather that we aren't using it. Maybe we need some of the spirit expressed by Nietzsche in his attacks on merely academic conclusions. Any truth worthy of the name, he asserted, was a "bloody truth" -- one that made a difference.

Dr. Giles' research paper discussed by: Dr. Norman Richardson
Olympic College
Bremerton, Washington

In the brief time allotted me to discuss Dr. Giles' paper, I wish to place emphasis on four points.

(1) It is my impression that, except in certain areas, the recruitment and selection of personnel has not thus far been a major problem. Without question, however, the tidal wave of students now in secondary schools promises staffing problems for both community colleges and four-year schools. We can expect encroachment on the part of senior institutions in what has been community college staffing areas. Brunner and Lindquist, in the February, 1960, issue of the Junior College Journal, reported a number of staffing practices being resorted to, because of teacher shortages, by both junior and senior institutions.

These practices include extension of the mandatory retirement age, employment of retired persons, part-time persons, and the less qualified, employment at higher salary and rank, acceleration of faculty promotion, increase in salaries and fringe benefits, sharing of instructors and facilities, increase in class size, reduction of the number of smaller classes, sub-college classes, and duplicate or overlapping courses, elimination, curtailment, and postponement of programs, use of non-professional assistants, and teaching by television and radio. Some of these practices would appear to be more desirable than others, and some more practical for our purposes. For example, employment beyond the retirement age, on a year-to-year basis, would permit the use of instructional talent now being wasted in many districts. In general, senior institutions have resorted to these practices more extensively than community colleges. It may well be time for community college districts, in the selection and retention of instructors, to consider seriously making greater use of a number of the practices mentioned.

(2) There is a need for the definition of characteristics of outstanding community college instructors. We do not know, with surety, what a good community college teacher does. We know he meets his classes, follows a plan of some kind, turns in reports and grades, serves on committees, maintains office hours, advises students, and so forth. From the State Department survey referred to by Dr. Giles, we will be able to tell what degrees faculty members have earned, what teaching experience they have had, how old they are, and the percentage of male and female teachers. We know, too, that some instructors have a greater impact on students than others. But we do not know, with any solid and verifiable knowledge, how this impact is achieved, and yet this is crucial knowledge. It would appear that identification of characteristics and techniques of good instructors is an appropriate area for research.

(3) References were made to tensions between faculty and administration. These tensions arise from many natural causes, but the greatest cause is inadequate communication. It is my belief that the development, improvement, and effective use of faculty handbooks can do much to facilitate communication. Presentation of institutional policies, regulations, and procedures, realistically stated, and maintained on a current basis in a faculty handbook is a device that has not, as far as I can tell, received the attention it deserves. This is another area where study is indicated.

(4) My final comment has to do with nourishment of the psychological needs and demands of community college faculty members. Mr. Helenes Freiberger, an Olympic College instructor, in connection with an in-service project under Dr. William Crawford of Washington State University, proposed the adoption of academic rank and title as a means of gaining status and prestige and increasing professional reputation. Freiberger's proposal, as outlined in the October, 1962 issue of the Junior College Journal, may not be the answer. Certainly, inherent problems are evident. Still, this concept is worthy of further study and research.

THE COMMUNITY COLLEGE FACULTY

Research paper presented by:

Dr. James M. Starr, President
Wenatchee Valley College
Wenatchee, Washington

> "Aside from its pupils, the most important part of any educational system is its teachers. When they are too few in number, and substandard in ability, the system is in a desperate state."

The position of the community college instructor in the total academic and administrative scheme of things is rapidly changing. The growth of the institutions of higher learning, and the corresponding demand for qualified instruction; the increase in the size of the community colleges, and the tendency for teachers to organize within the institutions; the resurgence of the philosophy of democratic control within big business, and its corresponding philosophy in the colleges; and the growing attitude of independence on the part of the senior college professor is giving rise to a new feeling of academic and administrative independence in the community college faculty. Needless to say, this new found autonomy carries with it many desirable results, but also a responsibility to understand and appreciate the total program.

Faculty participation in administration -- It is interesting to note the significant relationship between the senior college and university faculty member and his community college counterpart. The university faculty member has a unique and very distinct role to play in his institution and in the "academic community" in which he finds himself. Dodds describes this attitude:

> "Since faculty see themselves as self-employed professionals rather than as employees, enthusiasm in a common enterprise is proportionate to the sense of ownership they have in it by virtue of sharing in the decisions that govern its course. Quite rightly they believe that broad faculty autonomy is necessary to preserve freedom in teaching and scholarship, both directly and as setting the collateral conditions which enable them to exert their full professional potential."[1]

There is little question but that no institution, whether lower or upper division level, can function at maximum capacity without the active cooperation of the instruction staff in the administration of the college. In our colleges the faculty is playing an ever more important part in the total program through participation in the general faculty meeting, faculty committees, administrative advisory committees and informal power centers.

Although cooperative administration through the faculty meeting has become almost obsolete in many of the large senior colleges and universities, the community colleges, for the most part, are holding to the traditional pattern of either monthly meetings or meetings at more frequent intervals. These meetings give the faculty opportunity for expression of opinion, cooperative planning in the many facets of the institution, reports from committees, and give-and-take discussion of college policy. The community college faculty member looks at this as an opportunity for clarification of controversial or misunderstood issues. The faculty committee, usually developing out of the faculty meeting, is being used as an instrument of self government in both the senior and junior colleges. This permits the younger members of the staff to participate in policy recommendations and at the same time to learn the inner functioning of the institution. The tendency is for the faculty to avoid these extra "administrative" assignments.

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[1] Harold W. Dodds, The Academic President - Educator or Caretaker?, New York: McGraw-Hill Book Company, Inc., 1962, p. 96.

Great care is being taken at all levels of instruction so as not to overburden the ambitious and/or dedicated faculty member. Dodds expresses the danger here when he says: "The total number of hours spent by the members of the faculty in all-University, school, and departmental committee work may be little short of appalling."[2] The community college teacher finds this responsibility less burdensome.

The administrative advisory committee is replacing the somewhat common "University Senate" and serving as a means of faculty expression in the community colleges. In these institutions this committee deals primarily with matters concerning the operation of the college that are too delicate for total faculty consideration.

Finally, the informal, and often secretive, pressure groups are being found in both the junior and senior colleges. Normally these groups are not empowered by law or institutional policy to act for the faculty. These committees wherever found are exerting a strong influence on the morale and general welfare of the total staff.

Teacher preparation -- Since emphasis in the community college is placed in teaching at the exclusion of all else, it is not surprising that the academic qualifications of these teachers is high. This is particularly significant when it is realized that these institutions are involved with vocational-technical as well as highly disciplined academic courses. Stone[3] has recommended the broad preparation desired in an instructor on the community college level.

1. Academic depth as well as breadth in the program which leads to a Master of Arts Degree and to the junior college credential.
2. A junior college course which includes the purposes and functions of the junior college with emphasis upon the general education concept of the lower division work of the junior college.

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[2] Ibid., p. 109.

[3] James C. Stone, "The Preparation of Academic Instructors for the Junior College," The Junior College Journal, March 1958, p. 369.

3. Student teaching in a junior college which is supervised by a junior college specialist.

4. Psychological orientation to the nature of students of junior college age and the techniques for counseling and guiding such students.

5. Knowledge of the sociological foundations of education.

> These characteristics should be undergirded and supported by an adequate selection and screening program which seeks to identify: (1) personal qualities which make for success in teaching; (2) competence as a classroom practitioner, a counselor of students, a contributor to community activities, and (3) an institutional co-worker sympathetic to the unique function of the junior college in the system of higher education.

The report of the Fund for the Advancement of Education expressed the concern that "many college teachers have concentrated so much on their own special field of study as to neglect essential teaching competence. Young college instructors often begin teaching with little awareness of the arts of communication, the techniques of motivating the student to learn, and the most effective techniques of helping him to learn."[4] Langsdorf states in this connection: "In 1948 the University of Chicago conducted a survey of college presidents to determine the strengths and weaknesses of college teachers. The results, analyzed in the United States Office of Education's 1950 publication, Towards Better College Teaching, showed major weaknesses to be (1) personality traits, (2) overly-narrow training, (3) primary interest in research, (4) lack of specific training for teaching."[5]

The more specific qualifications of the junior college instructor have been analyzed by Medsker[6] in his study of the two-year colleges of the nation. He compares the results of his survey with the findings of Koos in 1941-42 relative to the preparation of full-time junior college instructors. This comparison shows:

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[4] "Decade of Experiment," Report of the Fund for the Advancement of Education, 1951-61, p. 39.

[5] William B. Langsdorf, "The Preparation of the Academic Teacher - Problems of Depth and Breadth," The Junior College Journal, September 1958, p. 26.

[6] Leland L. Medsker, The Junior College: Progress and Prospect, New York: McGraw-Hill Book Company, Inc., 1960, p. 172.

	Percentage of staff with various degrees		
	Medsker study (1956)	Koos study (1941)	State of Wash.[7] (1960)
Doctorate	9.6	6.3	5.0
Master's	64.6	63.6	46.0
Bachelor's	17.0	26.8	27.0
No degree	6.7	3.3	
Undeterminate-unclassified	2.1	0.0	0.0
Spec. Voc-Tech. Certificate			22.0
Total	100.0	100.0	100.0

Medsker states that the 6.7 percent without degree in his study are accounted for in the vocational areas of instruction. In such cases other appropriate training and experience are allowed to stand in lieu of a baccalaureate degree.

It is interesting to note that the percentage of junior college instructors throughout the nation holding the doctorate degree has increased even with the increasing demand for these instructors by the senior colleges. Barzun expressed the attitude of the academic fraternity when he says: "A young man on the educational market without a Ph.D. must endeavor to look as if he were working for one, because even Junior Colleges and State Teachers' Colleges will take nothing less in a member of their staff."[8] Barzun goes on to explain that the doctorate shows nothing about teaching ability.

Availability of instructors -- It is not news to anyone in an administrative capacity that instructors in certain selected academic and vocational areas are in short supply, while other fields offer considerable choice. Jarrett says of this: "What shortage am I talking about? Mathematicians? Physicians? Sociologists? Classicists? All of these are in relatively short supply. Put out a notice of a vacancy in history, philosophy, music or political science, and one can confidently expect that the applications will pour in, many of them from well qualified persons, equipped with Ph.D's, some years of teaching experience, favorable letters of recommendation, and perhaps a publication record."[9]

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[7] "Report on Preparation and Certification of Community-Junior College Professional Personnel," Report submitted to the State Board of Education, Olympia, December 2, 1960.

[8] Jacques Barzun, Teacher in America, Boston: Little, Brown and Company, 1947, p. 195.

The Medsker study showed that approximately 64 percent of the instructors reporting had formerly taught in secondary or elementary schools or in both. He goes on to say that the large number of junior college teachers with experience at the secondary level confirms the general belief that the high school teachers tend to move into the junior colleges. This is most likely to happen in unified systems where the central administration is empowered to make such transfers and where the staff is likely to regard the move as a promotion in status. The study reveals that more than 25 percent of the teachers reporting had attended junior college. Medsker suggests that long-term recruitment of junior college teachers may well begin with the present generation of junior college students.

The teacher placement offices in the colleges and universities are being used increasingly by prospective employers. Information from the University Placement Service Office at the University of Washington reports that during the past year forty-six community college instructors were placed in the two-year institutions out of a total of one-hundred and eighty-six college level registrants.

Practice teaching internship -- Practice teaching as a basic requisite for a certificate to teach in the junior college is not uncommon. The Medsker study indicated that 58 percent of those responding (both academic and non-academic) believed that such a requirement should be imposed. He found that the teachers of applied subjects were more inclined to favor this requirement than the academic personnel. His study shows that of the academic personnel in extension centers, 78 percent were opposed to the requirement, of those in the public junior colleges, 57 percent opposed, and of the instructors in private junior colleges, 53 percent objected to the requirement. Those who believed that the junior college should resemble the senior colleges also opposed the requirement. About half of the 58 percent who recommended practice teaching felt that it should be done in the junior college, with a few feeling that it should be completed on the senior college level. Merson[10] concluded, in a study in 1952, that one semester of directed teaching in an approved program in a junior college was essential in the preparation of junior college teachers. Jarvie[11] expressed a similar feeling in 1956 when he implied that practice teaching should be done in a junior college rather than in a high school or senior college.

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[9] James . Jarrett, "I Wish I Knew Why," Washington Education, October 1962, p. 17.

Present status of teacher preparation in Washington -- The report of the Interim Committee on Education in 1960[12] stated:

> The State Board of Education should continue its studies of certification patterns, enlisting increased participation by appropriate professional associations of the state, as well as by the appropriate state officials and our teacher education institutions.
>
> The majority of the subcommittee feels that the single certificate, with the recommended level and subject endorsed thereon, holds promise of being the best basis for certification of teachers.

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[10] Thomas B. Merson, "Certification Standards for Junior College Teachers in California," Unpublished Doctor of Education thesis, University of California, Berkeley, 1952.

[11] L. L. Jarvie, "Making Teaching More Effective," The Public Junior College, NSEE, 1956.

[12] "Citizens' Committee Reports and Recommendations," Report of the Interim Committee on Education, Washington State, 1960, p. 104.

The teacher certification requirements in the state of Washington are now in the process of change. A state committee has this matter under advisement at the present time. Presently the state standards for junior college certification call for:

> Temporary Certification - A temporary certificate is provided for teaching designated subjects. Applicants are expected to have the Bachelor's Degree or its equivalent and at least a year of experience in the business, trade, or profession pertinent to the subject taught. Experience may be accepted in lieu of the formal training requirement.
>
> Three-year Certificate - This certificate is provided for persons who hold one of the following certificates or degrees: (1) A Washington Standard Certificate (based on five years of college), (2) A Washington 3-5 year Vocational Certificate, (3) A Master's Degree, (4) A Bachelor's Degree or equivalent plus a year of occupational experience in the subject area to be taught, (5) A Junior College Certificate (issued for teaching designated subjects).

There are strong differences of opinion about the extent and type of professional requirements for certification for junior college teaching throughout the nation. Medsker shows that 62 percent of those reporting favored state certification of some kind. Most instructors in local and state junior colleges were in favor of certification, while most of those in extension centers and private junior colleges were opposed. The majority of applied-subject teachers were in favor of state certification. The community college administrators in the state of Washington encourage broad flexibility in requirements for junior college certification.

Professional role of community college instructors - responsibilities and activities -- The policies relative to faculty responsibility in community colleges throughout the nation vary with the philosophy of the institution, the type of financial support, the nature of the program and the educational objectives. As is true with most phases of community college operation, there is no consistency in faculty load either within the community colleges or with the senior colleges and universities. It is noted, for example, that the faculty instructional formula used as a guide in the three state colleges in Washington holds to a forty-five-hour week as a full load. (The weekly instructional load on the other hand is not as specifically spelled out in most of the community colleges.) In the state colleges the normal contact load for any instructor is fifteen hours each week, thus allowing twenty-one hours for preparation, correction of papers, and student conferences. (The load in the community colleges, aside from the approximate fifteen contact hours, may involve day or evening teaching, part-time counseling, activity supervision, and other related responsibilities.) The nine hours allowed for noninstructional purposes in the state colleges permits time for research and committee work. (Normally in the community colleges no specific allowance is made for activities of this nature.) For teaching responsibilities over and above the regular fifteen-hour load the state colleges pay on the basis of a percentage of the thirty-six hour instructional load. (In the majority of the community colleges a flat hourly rate is paid for services over and above the regular fifteen-hour contact load.)

Although the community colleges seek to accomplish the regular fifteen contact hour load, and expect the assumption of the nine-hour noninstructional responsibility, there is no real consistency in policy throughout the nation. A recent study (December 1962) by the Northwest Community College in Powell, Wyoming (with sixty-one schools participating), indicated that the average teaching load (contact hours) in the junior colleges per full-time faculty member is 15.37 credit hours. The study shows that an English instructor teaches 14.74 credit hours per week (including 3.70 sections of Freshman Composition), the political science and history instructor teaches an average of 15.37 credit hours per week, an instructor in laboratory courses teaches 12.21 credit hours and supervises 8.98 laboratory hours per week, an instructor in secretarial science spends about 19.09 hours per week in classroom, and other instructors teach about 15.07 hours per week. The sizes of classes vary considerably from college to college, but the study shows that on the average the freshmen English sections number 28.61 students, public speaking classes 24.31, psychology 42.77, political science and history 43.67 students, chemistry 38.20, biological sciences 47.21 with labs averaging 28.00, language 26.10 and general education courses 39.27 students.

Similarly there is little consistency in salaries between the junior and senior colleges, or within the junior colleges. A recent study by the Office of Education of the United States Department of Health, Education and Welfare (1962) lists salaries for faculty members in the institutions of higher learning in the West. Salaries listed for faculty in the public institutions who teach on a 9-10 month basis follow:

Median-Mean Salaries	Universities	L. A. Col.	Teacher Col.	Jr. Col.
Asst. Prof.	$6,980	$7,290	$6,700	
Instructors	5,230	5,550	5,630	$7,980

In the community colleges we find that the pay for overtime (over the regular fifteen contact hour load) ranges from $4.50 an hour in some colleges to $7.00 in others. Some of the community colleges operate on a percentage of full salary formula. In the majority of cases, extra allowances are being made for those specialists in the vocational-technical areas where salaries are being paid as the availability of competent instruction demands. In the majority of cases the faculty member in the community colleges is asked to assume activity responsibility either with or without extra compensation.

It is the hope of all community college administrators that ultimately the colleges may be staffed with happy teachers who are willing to perform their tasks for the sake of the ideals involved, while at the same time earning a reasonable living for their families.

> "It is possible to have a good college with poor buildings,
> but it is not possible to have a good university with poor
> teachers."

Dr. Starr's research paper discussed by: Dr. William Steward
Everett Junior College
Everett, Washington

Congratulations to Dr. Starr upon the excellence of the paper he has just read. The topics he has mentioned cover those aspects of "the community college instructor" about which there is much concern: the preparation, such as percentage with masters and doctorate degrees; those with secondary school experience; those with teacher education; those with no teacher education; the salary range; and the teaching loads. This information is valuable, but I ask, Are we trying to formulate an image of a "typical community college instructor?" Are we trying to put him into a mold? If so, are we striking at the heart of one of the strengths of the community college? Rather, would it not be more profitable to focus our attention upon the factors which influence his conduct as a member of the teaching profession?

With this in mind, may I emphasize by restating, teaching is a full-time responsibility. It is honorable, respectable, dignified and will be rewarded accordingly. The following four points are offered for your consideration. Dr. Starr quoted, in part, former President Dodds of Princeton University as follows:

> "Since faculty see themselves as self-employed professionals rather than as employees, enthusiasm in a common enterprise is proportionate to the sense of ownership they have in it by virtue of sharing in the decisions that govern its course."

This identifies my first factor. An individual wishes to have a sense of worth and value; an opportunity in which to reflect his personality; a pride in accomplishment; the confidence that comes from being considered a "part of." My question is, How can such a condition be developed? Ordway Tead suggests that every staff member should fully understand the philosophy and the objectives of the institution of which he is a part. This implies that such philosophy should be clearly stated and the staff given an opportunity of reviewing the statements. New staff need the opportunity, not only of knowing such philosophy, but also of working out his or her interpretation. This requires time and is not usually successfully accomplished through an organized presentation. Rather it is a development of understanding through informal discussions with other staff and administrative personnel. It is important that during the first part of an instructor's career, he feels free to challenge any statement of philosophy. In such manner the basic interpretation after a time becomes his own. Once his philosophy coincides with that of the institution, in his own mind, it is his own philosophy. The time to lay the foundation for this is during the first conferences prior to employment.

My second factor in accomplishing this sense of worth is the sharing of the plans and problems. The faculty member should have an opportunity to express and try his ideas. As Nevitt Sanford implies, the young staff member needs to see some of his ideas come to fruition. At least he should be given the opportunity to try them. He then develops a sense of self-worth and pride in being a part of.

My third factor is evaluation. Lewis Mayhew has stated:

> "I look for no new major breakthrough in education until a successful system of evaluation of instruction is developed."

Evaluation should be centered upon the job rather than upon the individual. Evaluation of the individual takes place before employment or it becomes an ineffective effort. Evaluation of the job, or the challenge if you wish, is continuous. Understanding the objective of evaluation is essential and if the proper foundation upon which the evaluation will take place has been laid this can become a rewarding experience for all those involved.

My next factor is that of providing yearlong employment. If the pressure for space in institutions of higher learning is as great as statistical information indicates, an institution dealing with education of young adults can no longer afford the luxury of full-time operation three fourths of a year. This will carry with it a corresponding increase in salary and a rise in respect for teaching as a profession. Let us eliminate the need for regular "overtime" employment during evening hours. Such a program lends itself to a more realistic approach to individual professional growth involving accumulative credit for leave upon an approved program.

As a final statement, let me say that people want to be able to discriminate, to make a sound judgment, to know what is good and what is less good, and why. They want to be creative in their thinking. They want not only to be aware but, insofar as possible, to understand the pressures to which they are subjected. With these factors in mind we can more effectively select personnel and provide the milieu in which to accomplish their objectives. I propose that such an approach will yield more effective educational experiences.

Dr. Starr's research paper discussed by: Charles Carpenter
Highline College
Seattle, Washington

It is the function, I believe, of a discussant to provoke thought about the paper that has been presented. In order to do this, this discussant asked the group to consider the following questions:

Faculty Participation in Administration

1. What is meant by faculty-centered, student-centered, administration-centered? Can we clarify these concepts for the benefit of our teachers and administrators?
2. If faculties are to be involved in administrative decisions, at what level? To what extent should they be involved and with what degree of autonomy?
3. Assuming community college teachers are to be involved, how can they be educated about the total problem? Or can they?
4. Dr. Starr states in his paper that "no institution, whether lower or upper division level, can function at maximum capacity without the active cooperation of the instructional staff in the administration of the college." What does cooperation mean? Acceptance? Understanding? Participation? Or, some amalgamation of all three?
5. Is it presumptuous to ask a teacher to be (to some extent at least) an expert in administration?
6. Under our present unified administrative structure in the State of Washington, how much faculty participation in administration is possible and desirable?

Teacher Preparation

1. Is there a relationship between teaching competency and extent of teacher training? If so, is it the number of degrees or the type of training given the teacher which influences his or her success in the classroom?

Availability of Instructors

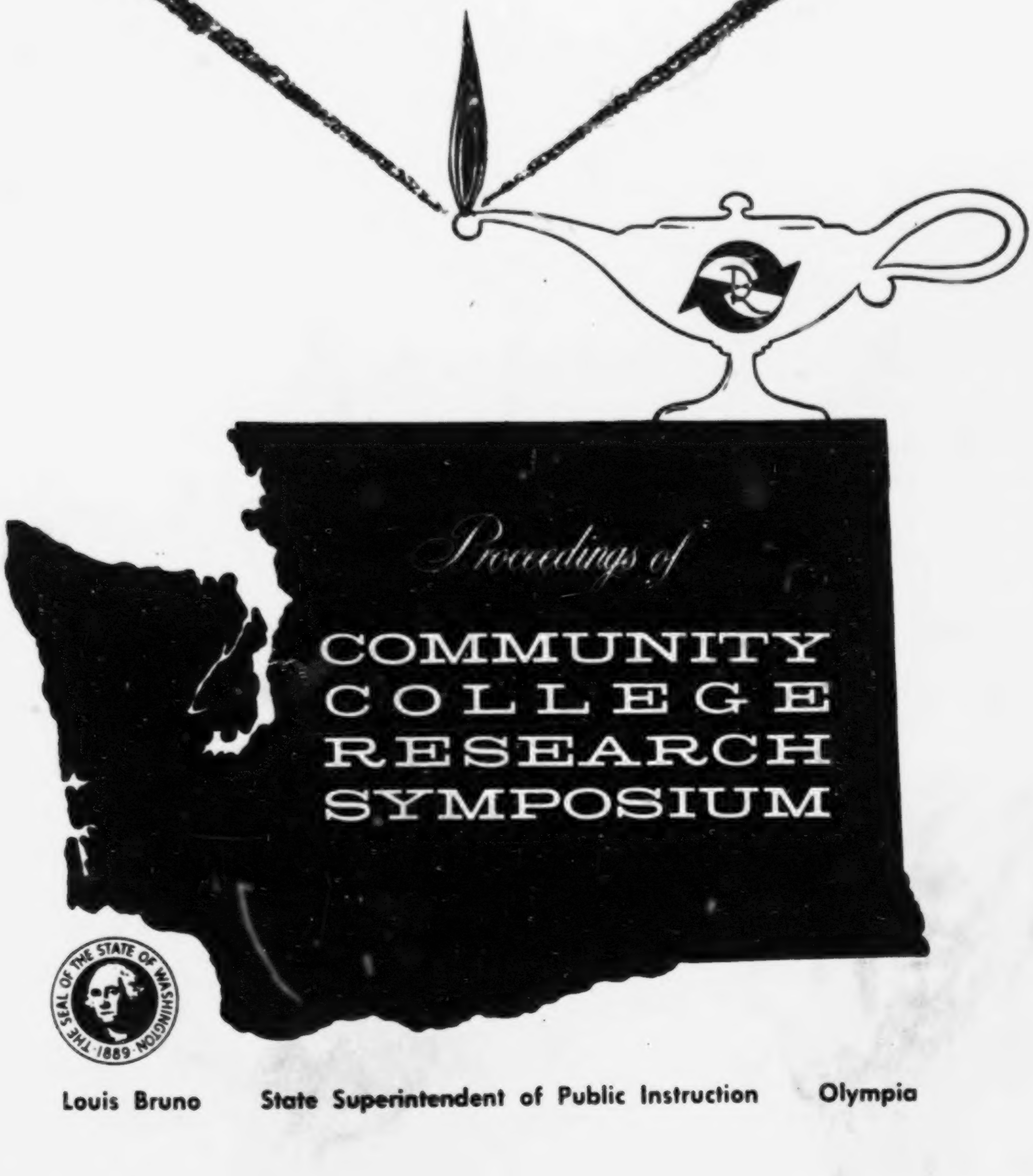
1. With a community college "explosion" in the offing - where do we recruit our teachers?
    - A. Do we seek high school people who have become bored with the level of subject matter in high schools or who have ambitions not satisfied at the secondary level?
    - B. Do we seek teachers who have not quite made the four-year college grade?
    - C. Or do we search for people dedicated to, enthralled by, and involved in the tremendous challenge and opportunity presented by the community college movement?

Summary

In conclusion, we must admit to the need for additional research. However, in this area of faculty and staff, what is really needed is the wisdom of insight provided by total study and total knowledge if we are to staff our new community colleges with the caliber of people demanded by the importance of our mission.

Community College Buildings and Facilities

1963



Proceedings of

COMMUNITY COLLEGE RESEARCH SYMPOSIUM

THE SEAL OF THE STATE OF WASHINGTON 1889

Louis Bruno State Superintendent of Public Instruction Olympia

COMMUNITY COLLEGE RESEARCH SYMPOSIUM

A report of the proceedings of the Community College Research Symposium held in Seattle, Washington, February 8-9, 1963. This symposium was made possible by an appropriation for educational research by the 1961 Washington State Legislature.

Area V: Community College Buildings and Facilities

Presenter:	Dr. Shirley Gordon, Highline College
Discussants:	Dr. Dwight Baird, Clark College Miss Minnie Lingreen, Centralia College
Presenter:	Mr. A. L. Beck, State Department of Education
Discussants:	Mr. E. John Maier, Peninsula College Mr. George P. Askegaard, Columbia Basin College

LOUIS BRUNO
State Superintendent of Public Instruction
Olympia, Washington

Research Report 01-02E

ACKNOWLEDGMENTS

Research symposium chairman Boyd Mills (right) and Dr. Lloyd Elias, assistant state superintendent, discuss symposium activities prior to the session.

We extend sincere thanks to each of the eleven people who were willing to take time from busy schedules to prepare high quality research papers for presentation to the Symposium.

Appreciation is also expressed to each of the twenty-two discussants for their study and review of these research papers and the insight shown by their remarks and observations.

This pioneer research effort owes much of its success to the Committee who originated the plan and sponsored the Symposium. The individuals and their sponsoring organizations are shown below:

Chairman: Mr. Boyd Mills, Dean, Centralia College

Dr. James M. Starr, President, Washington Association of Community Colleges

Dr. Lloyd Elias, Assistant Superintendent, Community Colleges, Office of Superintendent of Public Instruction

Mr. George Hodson, Dean, Skagit Valley College

Dr. Frederic T. Giles, Professor of Higher Education, University of Washington

Dr. William Crawford, Professor of Education, Washington State University

Dr. Ray E. Jongeward, Research Director, Office of Superintendent of Public Instruction

To each participant and to each sponsoring organization---a hearty thanks for a job well done!

Prepared under supervision of the
State Office of Public Instruction

Ray E. Jongeward
Director of Research

COMMUNITY COLLEGE RESEARCH SYMPOSIUM
February 8-9, 1963, Seattle, Washington

PROGRAM

Area I: The Community College Student

Presenter: Miss Jeanette Poore, Everett Junior College

Discussants: Mr. Lloyd E. Messersmith, Highline College
Mr. Calvin E. Mathews, Yakima Valley College

Presenter: Mr. J. Manning Nelson, Clark College

Discussants: Dr. Harold A. Lang, Lower Columbia College
Mr. E. Clair McNeal, Big Bend Community College

Area II: Program and Library

Presenter: Mr. Edward P. Smith, Grays Harbor College

Discussants: Mrs. Shirley Waugh, Yakima Valley College
Mr. George H. Douglas, Everett Junior College

Presenter: Dr. Lewis D. Cannell, Clark College

Discussants: Miss Fern Leopold, Skagit Valley College
Mr. John Spellman, Grays Harbor College

Area III: The Community College as an Educational Institution

Presenter: Dr. Rodney Berg, Everett Junior College

Discussants: Mr. Paul Preus, Big Bend Community College
Mr. Elmer Clausen, Clark College

Presenter: Mr. William A. Batie, Centralia College

Discussants: Dr. Allan P. Crawfurd, Lower Columbia College
Dr. Victor Bolon, Olympic College

PROGRAM (continued)

Area IV: Faculty and Staff

Presenter: Dr. Frederic T. Giles, University of Washington

Discussants: Mr. Kasper C. Marking, Skagit Valley College
Dr. Norman Richardson, Olympic College

Presenter: Dr. James M. Starr, Wenatchee Valley College

Discussants: Dr. William Steward, Everett Junior College
Mr. Charles Carpenter, Highline College

Area V: Buildings and Facilities

Presenter: Dr. Shirley Gordon, Highline College

Discussants: Dr. Dwight Baird, Clark College
Miss Minnie Lingreen, Centralia College

Presenter: Mr. A. L. Beck, State Department of Education

Discussants: Mr. E. John Maier, Peninsula College
Mr. George P. Askegaard, Columbia Basin College

Area VI: Evaluation -- Research

Presenter: Dr. Ray E. Jongeward, State Department of Education

Discussants: Mr. John B. Killian, Grays Harbor College
Mr. Noble S. Moodhe, Columbia Basin College

COMMUNITY COLLEGE BUILDINGS AND FACILITIES

Research paper presented by:

Dr. Shirley Gordon
Director of Curricula
Highline College
Seattle, Washington

Washington's thirteen community colleges range in age from one to 37 years. Five are over 30 years old; eight are over 20; three are now completing their first or second year of operation. Most started their programs in surplus barracks buildings, unused high school rooms, portables, condemned buildings, or in empty community buildings for which there was no apparent use. Programs - good programs - developed in these quarters. The road to each completed community college campus, with its own buildings and facilities designed and built especially for it, is a very long and arduous one.

Nearly all of the buildings and facilities now in use in Washington have been built since 1957, and over half of the existing colleges are now engaged in a building program or planning toward one within the next two years. Bills have already been introduced in the 1963 Legislature which would permit the number of community colleges to increase. Proposals submitted to the State Board of Education indicate that many communities in Washington are hoping to have community colleges of their own. If the expansion were limited to providing for the increasing number of students only, it would be great; based upon the ever-increasing proportion of the growing population seeking and needing education beyond high school, it stands to be inordinately great. To prepare for this expansion, regardless of its extent, continued consideration must be given to planning for the required buildings and facilities.

Participating in a building program to some degree has been an important activity for the community, the faculty, and the administration of each of Washington's community colleges during the past few years. Probably no type of educational planning has involved a wider range of interests and a larger number of individuals in recent years than has community college planning. Because of this, the community college, probably more than any other type of education facility, represents the educational philosophy of its community.

One might assume that the general plans for community colleges are reasonably well-developed and refined, and that most of the thinking has been done. A review of the literature, discussions with educators, visits to campuses - all indicate that the number of questions is increasing far faster than is the supply of considered answers. Also, the nature of the questions is changing. They are penetrating questions relating to changing programs, increasing costs, and better ways to serve the increasing number of students. Many ideas have been presented time and time again, many articles seem to point to the same basic procedures for planning and building, and many solutions seem to differ only slightly from college to college.

There are, however, some comments which can be made to direct attention to some old ideas, some new ones and to some of the current questions. The old ideas are so basic, so important, that they cannot be said too often or considered too extensively. The new ideas seem to be growing in importance because of the demands of our rapidly changing technology and the ever increasing student population. The questions deserve consideration from many aspects before answers are formulated because community colleges are new; they are not scaled down universities or modified high schools; they are local institutions serving local needs.

Whether a building program involves developing a facility de novo, adding to an operating college, or remodeling existing facilities; actual construction must follow carefully prepared statements of philosophy, clearly stated descriptions of the program and the ways in which it can be implemented, and the preparation or review of a complete developmental plan for the entire campus.

The stated philosophy must be functional, realistic, and easily understood. Loose or vague statements do not provide the substantial foundation needed for a building program which must lend itself to future development and expansion. Statements too detailed or specific often preclude the developmental plan which leads toward the future. The philosophy must be reviewed, revised, and refined; it must be such a meaningful statement that the reader gets a feel for the college and its program, not just some ideas about it. Preparing the statement of philosophy should not be tedious. It should be an exciting activity in which the great possibilities and the tremendous responsibilities and challenges of the community college are brought into clear focus. The statement of philosophy, in the case of new institutions, is usually developed while some kind of program is in operation. The people involved in the program will make it live to the extent that they know what they are doing and where they are going. This is to some extent a measure of the effectiveness of the statement of philosophy.

Before actual planning in terms of spaces, sizes, and buildings begins, an exhaustive study of the many things which must be done to carry out the philosophy is needed. This necessitates knowing the community, the existing educational services and facilities, the people and what they do, the relationships between the community and the surrounding area, and how the community sees itself. With reasonable concern for the anticipated enrollment, the whole college ideas must be explored in great depth. The general atmosphere to be created must be described. If the buildings are to be more than corridors, classrooms, and laboratories; this must be said. This task calls for dreaming, thinking, and exploring ideas. Those things must be thought of which can be included and so arranged that they invite exploration and learning, give students a sense of maturity and dignity, and in some way contribute to the appreciation and respect for knowledge and wisdom. The program itself must be discussed thoroughly. The sizes of classes, range of subjects, interrelatedness of various parts of the program, extent of specialization within a given area, ways in which teaching can be done, ways students study, out-of-class activities of students and instructors, role of the library, role of student services, and many other questions must be explored. This activity is hard work. The question, "What are you going to do and how?" must be answered as completely as possible. It calls for real thinking - the best that can be done. The program must be understood if the buildings are to contribute to it and become a part of it. Buildings do not insure the success of a program; they do, however, facilitate its implementation and give it added dimensions.

A developmental or master plan can provide a valuable force which can help bridge the time between present and future. The developmental plan may never be realized as it exists at any given time because it must be a dynamic, evolving idea, not a final, crystallized set of plans. The college must not grow in isolation; the development of the entire community must be considered. Cooperative planning for auditoriums, theaters, observatories, athletic facilities, and other special facilities which relate closely to both college and community activities is necessary. The extent to which the college can function as an educational and cultural center for the community is in part determined by such planning.

These three, a stated philosophy, a clearly defined program, and a developmental plan, represent old ideas which have long been prerequisites to building programs. How these basic steps can best be completed to make a maximum contribution to the total planning remains to be answered.

The newer ideas of building flexibility and space versatility are demanding more attention today than they did in the past. More people will need more education in order to be employable. The community college will undoubtedly assume major responsibilities for providing this education. Problems related to serving large numbers on a part-time basis must be identified and approached realistically.

Flexibility permits changing the sizes and relationships of spaces. Versatility permits the spaces to be used in various ways. Spaces cannot stand idle. What serves as a large lecture space for a small portion of the day must provide smaller spaces which are used during the remaindor of the day. A laboratory cannot be so specialized that it can be used by particular groups only; it must be suitable for many activities. The changing technolcgy may require emphasis on one thing now and on another which is quite different in the near future. The facilities must accommodate a changing and varied program. A minimum of specialized spaces and maximum flexibility and versatility are today's requirement. Approaches to meeting these requirements are needed now.

New ideas for design and construction are also needed. Buildings and facilities to be used fourteen to sixteen hours each day throughout the year must be easily maintained and operated. Traditional answers to questions relating to heating, lighting, ventilating, room arrangements, and parking lot locations are not necessarily suitable for present day planning. It is becoming more and more important that the total campus design reflects the vitality and the importance of the activities taking place.

Creative thinking and imagination are essential to supplying these new requirements. Where can flexibility be incorporated? How can buildings be both attractive and functional? How can design facilitate research and experimentation in teaching? What sacrifices must be made when planning for versatility? The exploration of these questions is in progress, but that which remains to be done far exceeds that which has been completed.

Identifying current questions which relate directly to the building program points out the great diversity of topics to which attention must be given. The few specific questions included here must receive keen consideration before final or even tentative solutions are offered. Some relate to statutes, some to financial structures, and others to the differences in programs and communities.

Some of the current questions are:

1. What type of legislation is best suited to an orderly expansion of the community college program in Washington?
2. How should community college building and instructional programs be financed?
3. What are the best criteria to apply when determining the size of the facilities?
4. Should a building program be undertaken in several stages? If so, how can all essential services be provided to some extent during each stage that remodeling is minimized?
5. What criteria should be applied when determining the type of construction?
6. What kind of a technical area is needed to provide for the present day technology?
7. What kind of physical education facilities best serve the college and the community?
8. How can the physical facilities best contribute to the concept of a comprehensive program?
9. What resources are available for use in writing the education specifications?
10. Should some building, facility, or service be developed as the central core of the campus?

11. How can the buildings best contribute to the total educational experience of the students?

12. What types of resource files should be developed which would be helpful throughout the state?

The above list is only a beginning. With the expansion of the community college network, a greater number of basic questions will require answers.

As stated earlier, the buildings alone do not make the college. They can, however, facilitate the implementation of the program and contribute to the educational experience provided by the college. Community college buildings which are functional and attractive, result from much hard work. The preliminary thinking and planning yield desirable results. This question is ever present: How can the yield be increased and the product be improved?

Dr. Gordon's research paper discussed by: Dr. Dwight Baird
Clark College
Vancouver, Washington

Dr. Gordon has done an excellent job of outlining for us some significant ideas about the problems involved in providing buildings suited to the needs of the community college.

What I have to say certainly will not conflict with what she has presented so well but may, I hope, extend and re-emphasize some of the principles outlined, because so often when we become involved with the actual processes of carrying out a building program, the tendency is strong to let unforeseen emergencies become justification for modifications which do violence to them.

The first step in building planning for a community college is to prepare a written statement of philosophy which should include the philosophy of community colleges in general, the objectives of this particular college, and the purposes which it professes to serve. This should lead to a clear statement of the curricular programs to be offered and a long-range developmental plan.

I like Dr. Gordon's suggestion that the developmental or master plan may never come into existence as perceived at any particular point in time; if it is truly a developmental plan, it will be undergoing constant revision as the demands upon the institution change.

It is safe, I believe, to assume that no other type of educational institution faces such a diversity of demands as does the typical broad-based community college. This means that it is vitally important to build into the plant as much flexibility as possible which, as has been indicated, "permits changing the sizes and relationships of space" and at the same time keep these units of space as versatile as possible--versatility meaning the use of spaces for a variety of purposes.

Buildings on the community college campus, like the curriculum, must be designed to meet in a functional way the needs of students in widely diverse kinds of programs which should be found in a good community college. Perhaps it goes without saying that high quality is less expensive in the long view.

When we talk about appropriate design, the first question which should be asked is: Appropriate for what? I hope the obvious answer is: Appropriate to serve the kind of students and the kind of programs to be housed in it. I am sure we are all aware of the desirability of involving many groups in the planning of community college buildings. Certainly the faculty has a deep interest in the kind of facilities being provided; students have most at stake because the quality of the education which they receive may, in a very real way, be influenced by the adequacy of the plant; since the community college is--as the name implies--community oriented, any planning of community college facilities should involve representatives from the community at large as much as is feasible; and last but not least, the administrative staff, who must not only work in the facility, be responsible for its maintenance, but also be prepared to face the criticisms of all the other groups for any alleged inadequacies of the plant.

Perhaps the best test of whether or not the community college plant is truly functional would be the degree to which it contributes to the likelihood that faculty, students, administrators, and community take pride in the campus.

Dr. Gordon's research paper discussed by: Miss Minnie Lingreen
Centralia College
Centralia, Washington

Dr. Gordon has stated well the basic approach needed for building a campus or at least for planning campus buildings. We must not assume, however, that if we have a stated philosophy for the college, a clearly described program to implement the philosophy and a developmental plan for enclosing space in needed shapes and areas, that we will come forth with the best possible community college facilities. Dr. Gordon has pointed the way toward a pragmatic research program. She states that community colleges are not scaled down universities nor are they modified high schools. Agreement with the main points in her paper suggests questions to which we need to find specific answers. I will suggest a few pertinent questions in several areas:

Is it not time that we compile information gathered from each community college campus? Information gathered from individual faculty members after a building has been used through a fall, a winter and a spring quarter?

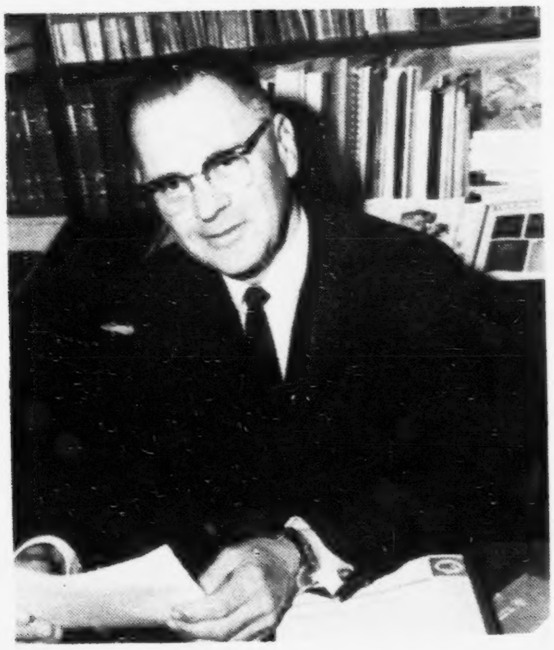
1. What about window placement? Are windows so low that small children could not see out but six feet tall young men seem literally to be sitting in the windows? Does a large expanse of glass bring temperatures of 80 to 90 degrees on a sunny afternoon? What effect does a large class have on room comfort when only two or three small sections of window space can be opened and each succeeding class finds the room too warm?

2. What do the combined experiences of faculties indicate as answers to questions along these lines? Where should electric outlets be placed in classrooms, offices, laboratories and corridors? How high should chalkboards be placed? How much unbroken wall space should be provided for projecting images from various teaching devices? Should storage space be provided for record players or projectors in those rooms where such aids are frequently used?
3. What source of heat and what kind of heating plants are most satisfactory for the campuses already in operation? What about a file listing demonstrated advantages and/or disadvantages of different methods of heating a building? (Of course a pre-determined philosophy re the priority of comfort or cost is important.) Can part of a building be heated and used on non-school days without heating all areas?

We have heard much of the "image" of the college and I suggest that some way should be devised to check the image an architect holds. Could a series of questions be devised from the compilations suggested above to see if an architect being considered by the district board has a good image of a comprehensive community college? For instance, if he is really aware that a student center is used for both college and community functions, he may see that the ratio of men to women may be different on different parts of the campus and plan such facilities as restrooms accordingly.

Dr. Gordon rightly says traditional ways are not necessarily best suited for present day programs. May I suggest that we not follow traditional ways just because we are not yet sure that we have found the best "new" way. Let us gather up new ideas from faculty and students as well as from maintenance engineers and architects. Whenever a new idea is tried, the outcome should be frankly and honestly evaluated after use. Such evaluations added to the ideas should lead to a file of workable items and conversely a file of items to be avoided.

Through such cooperation we should get buildings pleasing to those primarily concerned with cost as well as to those whose chief concern must be maintenance and at the same time provide the space in which the faculties and students may work efficiently and comfortably.



PLANNING COMMUNITY COLLEGE FACILITIES

Research paper presented by:

A. L. Beck, Director
Facilities and Organization
State Department of Education
Olympia, Washington

Problems facing those who carry the responsibility for plant planning at the post-high school level are numerous and varied. The extremely wide range of activities which must be housed and the variations in enrollment from one hundred or fewer students to many thousands represent even greater challenges to planning than do the requirements of the modern elementary and secondary school programs. This point of view is presented in the introduction of the brochure on "Planning Facilities for Higher Education" developed by the National Council on Schoolhouse Construction in 1960. The Council then went on to say, "In spite of the vast differences in institutions, all of them have certain common characteristics. The one most common to all is the instructional functions and the facilities related to instruction. Although each institution may feature selected program aspects which may require special adaptations, the general requirements for instruction from institution to institution are similar. Careful observation of differences in facilities within institutions--between those necessary for the more general programs and those needed for the most advanced programs--tend to show more variation than do the facilities from one institution to the next."

It is generally agreed that the demands for post-high school education will continue to rise. A continuous process of growth is underway throughout this country. With increasing pressure to matriculate and to remain in college longer and with technological developments requiring increased need for general and technical education, the percentage of youth likely to enroll in colleges will increase. Dr. Calvin F. Schmid, Professor of Sociology and Director of Population Research at the University of Washington, in his latest enrollment data at the secondary level indicated that between 1964 and 1967, 182,000 seniors will graduate from high school and will be concerned with their future at the college level or on the labor market. In the four-year period between 1968 and 1971, 195,000 additional seniors will be graduated to take their places at the college level or in industry.

These figures show the importance of providing adequate educational programs and educational facilities for the youth of this state. There is much evidence that community colleges today are devoting considerable attention to new programs in science, engineering, the technical programs and foreign languages in response to the needs, demands and opportunities in the communities in which they serve and with an expanding technology, there is likely to be a demand for still greater diversity in offerings. The probable increases in enrollment and demands for more diverse post-secondary school experiences will require more extensive facilities than are available in our existing community colleges. The degree of plant expansion required to meet enrollment increases is obviously a difficult task since a projected enrollment increase of 100% does not necessarily imply 100% increase of college facilities.

No two community colleges are identical, so that the determination of physical facilities for any one of them is not a simple matter. If one is to prepare an adequate and supportable report of plant needs, there is no alternative but to proceed step by step to ascertain the plant implications for educational policies, programs and services that are to be provided by the institution. It is impossible to set forth a uniform approach to school plant planning for all community colleges. Therefore, the school administrator cannot determine what physical plant facilities should be provided simply by visiting other colleges. Tailoring the educational program to particular needs must be emphasized because short-cuts are too frequently employed. Often it is assumed that the area provided or the expenditure per pupil at a recently constructed building for a similar college can be used as evidence of need for a proposed new facility. Methods such as these, short-cutting through planning, are almost certain to give results which are illogical and faulty. Probably the fundamental weakness of such approaches is that unreasoned judgments are substituted for genuine evidence of need.

The regulations of the State Board of Education define the degree of state financial assistance for the construction of community colleges. It is to be pointed out that the state assistance program is, as the name implies, a program of assistance to the local school district as there is no intention on the part of the School Building Assistance Law as approved by the Washington Legislature that the state assumes full responsibility for providing facilities.

Since 1951, there has been a steady reduction in the average number of square feet of floor space per pupil. Much of this reduction in the over-all space of school buildings has been effected through the reduction of non-teaching areas in stairways, attics, basements and providing for multiple use of the dining area and multipurpose space. Planning that provides for better utilization of space is economical planning, but planning that cramps, squeezes or otherwise detracts from or impairs the instructional program through a reduction in area is false economy.

Russell, in his report on Space Utilization to the forty-seventh annual meeting of Central Association of Colleges and Universities in 1958, indicated that "The number of square feet required for a student varies inversely with the size of the institution. A small college uses many more square feet per student than a large one, probably because of the utilization factor." A study made by Dr. E. E. Higgins of the United States Office of Education, in a study of Texas Junior Colleges in 1959 indicated that the average total area per student enrolled in 1957 in Texas junior colleges was seventy square feet in institutions having enrollments in excess of 1,000 and 151 square feet in institutions having less than 1,000 enrollment.

It should be emphasized that teaching station utilization and student station utilization are very important considerations in the evaluation of existing buildings. The greatest opportunity for more efficient plant utilization is in the area of classrooms and instructional laboratories. Usually it is desirable to have classrooms of varying sizes and capacities in preference to one standard dimension in order to accommodate different size classes and at the same time achieve better student station utilization. The number required at each size must be ascertained by an analysis of the enrollment in all courses and the policy of the community college with respect to class sizes of different courses.

Most classrooms are designed for from thirty to fifty students. Smaller rooms accommodate from fifteen to twenty students and at the other extreme, lecture rooms provide seats for one hundred or more. The number of each size classroom needed must be determined by an analysis of enrollment in all courses and the policy of the college with reference to class sizes in the various subject matter fields, the nature of the instructional program, the kind of seating and equipment to be installed and the nature of activities to be carried on in the space. Designing rooms which are adaptable to a variety of instructional activities for more than one instructor and scheduling classes over the entire day instead of a few hours will result in increased utilization and the need for fewer classrooms. One of the factors contributing to a change in the amount of allowable footage under the program of state assistance was the percentage of utilization of classrooms in the afternoon periods. A careful review of a number of our institutions was made by our office and it was found that while the utilization of classrooms in the morning was high, many of the teaching stations were standing idle for long periods of the afternoon. If we are to realize the best utilization of our limited tax dollars in providing community colleges, we must extend our school day to insure the greatest utilization of these spaces possible.

Laboratories vary from general to highly specialized rooms. General laboratories may fall into two types; first, those used exclusively for laboratory work and second, those used for both laboratory work and classwork. Considerable difference of opinion exists on what is most desirable from the standpoint of the course work to be performed or the economies in construction which might result from the employment of either. In small colleges where the number of laboratory periods per week are few, better utilization of rooms may be achieved by using them for the regular classwork connected with the course. In this example the laboratory would need to be somewhat larger than otherwise in order to accommodate the student chairs unless the laboratory tables lend themselves to classroom use.

The concept of the college library has changed greatly in recent years. Factors responsible for this change include the philosophy of library services which has freed the library of much of its rigidity of use by students. The changes in the services rendered by the library, the greater variety of materials housed and made available for use, the development of new structural systems, the technical changes in lighting and the introduction of new building materials are all related to design. There has been a trend away from the compartmentalized library so common a few decades ago. The modern library is open. Space for reading and stacks in many instances share the same room, permitting free access to the stacks by the students. Space usually is set aside specifically for browsing, informal reading or lounging. The latter is particularly important in community colleges since practically no other space is available for the students to study. Senior institutions make spaces available because of the existence of residence halls and dormitories. In my recent trip to the Foothill College in California, the openness of the library, the availability of the stacks to students and the informal atmosphere of the library itself were the outstanding features of the institution.

Areas for shop instruction are being designed on an individual basis in terms of type, function and use. Shops, like laboratories, incorporate the principles of learning while doing, not learning alone or doing alone, but both coordinated and related in the proper sequence. As the requirements of instruction, coordination and consideration of these relationships become a great responsibility of the school administrator, he must maintain an appropriate balance, keeping in mind at all times the needs of the students whom the school serves, the needs of all staff members and the need for the community.

Technical training which is made available on the campuses of our community colleges include data processing, drafting and design, construction and surveying, aircraft electronic instruments, electrical power, electronics, electronic communication, forest products, production, industrial instrument control, metal and ceramic processing and many other trade and industrial training programs. These are courses in training programs that are now being offered in the 1960's. This list hardly describes the kind of course offerings available when some of our earlier community colleges were established in the State of Washington. Our technological development is accelerating constantly, requiring additional skills and knowledge.

If our future generations increase their knowledge and skills as they should, our economists advise that before the year 2000 man will be producing more goods per day than he is now producing per week. Hence, the need for constant attention to flexible design in our school buildings to accommodate new courses, new approaches to teaching, new class size and arrangements and new equipment for a constantly changing college program is a major problem for those who are responsible for educational specifications at the post-high school level.

The physical education program in a college presumably has as its purpose the development of physical fitness through appropriate exercise and care of the body. The physical education plant must be designed to meet the needs of the program of physical education, intramural, intercollegiate and recreational sports. It is, perhaps, needless to remind those concerned that there is great pressure from many quarters to place considerable emphasis on facilities for collegiate sports before consideration is given to the true function of a physical education program. It can be argued that a student has more to gain from active participation in intramural activities than he does from the passive role of a spectator at inter-school sports events, a role which the bulk of the student body all too often plays. It can also be said that provisions for facilities for varsity team activities has sometimes been made at the expense of other physical education activities. Of course, it does not follow from either of these arguments that traditional community college athletic programs are without value and should be written out of educational specifications.

The cost and the comparatively few hours that an auditorium is used have produced a trend towards buildings of smaller capacity. As Higgins stated in his report on his Texas study, "Some colleges have used the freshmen class enrollment as a guide for seating capacity. Others have used one-half the predicted total daytime enrollment." Several good arguments have been presented in support of the smaller auditorium. First, better utilization of the building will result. Student performers are afforded more chances to appear before an audience, since the performances may require repeating a number of times in order that all who wish to attend may be accommodated. The final argument is that cost is substantially reduced. Assemblies which are too large for the auditorium can usually be accommodated in the gymnasium. Utilization studies of auditoriums in this state have been made which show that the utilization of auditoriums in some secondary schools was about eight percent of the school day. With the need for providing more and more classrooms to meet increasing enrollments at the elementary, secondary and community college levels, it is obvious that we cannot provide state funds for large auditoriums when classrooms are needed.

Within the time limitations of this presentation, it is impossible to cover the area of community college facility planning in depth; however, the plans for community colleges should not be placed on the trestle board until a set of educational specifications has been developed and made available to the architect.

From Florida to Alaska, from New York to the State of Washington, the comprehensive community college is being recognized as the most feasible solution educationally and economically for providing education beyond the high school for all those who can benefit therefrom. It is the greatest single adventure in the conservation of man's resources and as David Burnham said, "Make no little plans! They have no magic to stir men's blood, and probably themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will never die but long after we are gone will be a living thing asserting itself with ever-growing intensity."

Mr. Beck's research paper discussed by: E. John Maier
Peninsula College
Port Angeles, Washington

I have the privilege of discussing the paper presented by the only man not on the payroll of a community college, but one who is certainly interested in our movement and who is vitally involved in one phase of our development. Thank you, Mr. Beck, for an excellent paper.

Being at the tail end of this program reminds me of the speaker who, after sitting through a series of "long" brief reports and an extra-long introduction, finally arrived at the stage where the M.C. said, "Now Mr. Jones will give his address." Mr. Jones got up and said, "My address is 505 Broadway", and sat down.

It appears to me that most of the previous speakers have prepared their excellent papers with a great deal of effort and time and come "hell or high water" are going to dump the whole load. Let me assure you, I am no exception, other than not having an excellent paper.

I hope the fact that the buildings and facilities section is the last item on this symposium program is not indicative of its lack of importance as it now appears to be in Olympia. We in Port Angeles are very much concerned because we passed a bond levy in November and have our plans well under way -- now we are "sweating out" the legislative action.

My first point of discussion of Mr. Beck's paper is a statement concerning "the many idle classrooms for long periods of time in the afternoon." This certainly was a valid criticism in the years gone by, but in my opinion, is no longer valid. For example, we run full-blast for seven periods a day, with some classes during the 8th and 9th periods. I recently talked with Bill Steward of Everett. He cited the following: 320 students enrolled in the 4 P.M. classes and 105 enrolled in the 5 P.M. classes, during the fall quarter; and 460 students in the 4 P.M. classes and 120 in the 5 P.M. classes, during the winter quarter. These enrollments are in addition to the late afternoon lab classes.

Most Washington community colleges have lengthened their days, and with evening classes and summer sessions, I feel that the community colleges use their facilities much more fully than any other segment of education. I will also admit that we may still have a long way to go.

The Ford Foundation grant made to five Washington community colleges will study the feasibility of using class rooms on Saturday.

The second point I wish to discuss is the 140 square feet allotted per student for buildings. This footage seems to me to be adequate for enrollments up to 1,000, but my brethren in the colleges which are planning for enrollments of over 1,000 question the reduced allotment. One of the State Department of Education employees dramatically pointed out to us that although we were building a non-spectator gymnasium, that by merely providing a standard basketball floor and dressing rooms, we were using 20 percent of our square footage allotment for the gym.

The next point I wish to discuss is science labs. We were recently informed that the state will match only for perimeter lab tables. All of the science instructors I have talked to are violently opposed to perimeter labs. I hope that the State Board would consider a change and allow lab tables to be located throughout the room and still be matchable.

The next problem -- vocational and technical shops -- we resolved with what we thought was a "pat" answer. The local high school has adequate vocational shops - why should we duplicate them; we will therefore build only technical facilities. At a meeting with the counselors from the nine high schools in our service area, some of them pointed out emphatically that Port Angeles is the only high school with adequate shops, and some of them had none, and some only limited shops.

The next point -- the library. Libraries have been discussed excellently and quite thoroughly. The question of carpeting in the library has also been brought up several times. I also visited Foothills College and was very much impressed by its library, but I am wondering which one of us wants to be the pioneer in the State of Washington and advocate carpeting. When one lives in a predominantly working-class community, with a minimum of carpeting on floors, the carpeting on the library floor takes on a different aspect. Carpeting in the president's office is an academic question, and needs no further discussion.

Not all of us are striving to build a Foothills College and win architectural awards and have a show-place -- we are merely hoping to build a college that serves the educational needs of the students, young and old, in our communities, and be flexible in order to meet the future needs of our areas (We hope!).

Mr. Beck's research paper discussed by: George P. Askegaard
Columbia Basin College
Pasco, Washington

No two community colleges are identical in nature; therefore no uniform plant planning is possible. According to educational policies, programing and services require tailoring of facilities to particular needs such as:

(a) rooms for 15-20 students for advanced English classes, literature, seminars, etc.

(b) 20-35 for typical English composition, mathematics,

(c) 35-60 for general use in social studies,

(d) 60-100 for specialized lecture classes.

Laboratories can also serve as classrooms for both the laboratory science class involved and for many other lecture-type classes, provided that suitable space is originally provided. In many community colleges it becomes necessary to use library space for study purposes. Many do find the use of cafeteria area conducive to study, despite the noise and confusion.

An integral part of every community college is the vocational-technical shop area. Each shop training center requires a study area to be used also for classroom purposes in related subjects. Overcrowding of our institutions today makes it necessary to use those same areas as classrooms and non-vocational classes. This may be good. It gives the institution much high classroom usage and also acquaints the various departments with each other.

A physical education area must be provided. This department does aid in the development of physical fitness provided that emphasis is on intramural, intercollegiate and recreations sports. It should be made possible for all students to be able to participate in some form of the physical fitness program. Facilities for varsity team activities should not be made at the expense of the overall physical education program.

Generally speaking, a large auditorium is not needed on a community college campus. With a majority of the student body commuting to the institution, and many of these students working on jobs in the area, a small auditorium facility may well serve the needs. When necessary, a given popular program may be scheduled several times. For many of the activities normally using the auditorium, cafeteria and/or gymnasium space may be utilized.

For many years it seemed impossible to schedule afternoon classes and, because of this, it developed that nearly forty percent of the day found many classrooms empty. This is no longer true. Many of us have afternoon classes with reasonable attendance. Many area employers have requested part-time morning employees. Afternoon and extended day classes serve this segment of the student body very well. The students are also more conscious concerning overcrowdedness and need for better space utilization. At least one of our Washington community colleges is planning two nearly identical programs daily, with one program being offered from 7:00 A.M. to 2:30 P.M. and a similar program offered from 3:00 P.M. to 10:30 P.M. To this may well be added the fourth quarter summer session for optimum space utilization.

Evaluation-Research in the Community College

1963

Proceedings of

COMMUNITY COLLEGE RESEARCH SYMPOSIUM

Louis Bruno State Superintendent of Public Instruction Olympia

EVALUATION--RESEARCH IN THE COMMUNITY COLLEGE

Research paper presented by:

Dr. Ray E. Jongeward
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State Department of Education
Olympia, Washington

This Research Symposium is an obvious attempt to evaluate where it is that community college education in the State of Washington finds itself in the year 1963. From eight colleges in 1945 with 2000 students to thirteen colleges today enrolling 24,000 students, the community college organization is the most rapidl growing facet of Washington's educational system. No longer can it be considered an upstart of a passing fancy soon to wither and die; if, for no other reason, the annual expenditure of approximately $10,000,000 for community college operations which emphasizes this fact.

While these are well known bits of information to all present today, my reason for mentioning them is background for examining the place of evaluation and research in community college education. It seems to me that the evaluation opportunities now available may be overlooked and lost to this fast moving part of education unless we stop to inventory, consolidate our gains and losses, and plan carefully and confidently for the great future that lies just ahead in community college education. There's another hill ahead that may require some gear shifting, so maybe now is the time to make certain we have sufficient fuel for the climb.

For the sake of easier communication, I suspect we should provide some working definitions about the subject of research and evaluation.

As you know, the establishment of a Research Office in the State Department of Education is of very recent origin. We have been wrestling with the problem of the role of research in a state educational agency. This has been an interesting, if not somewhat frustrating, process which still defies clear and complete definition. The preparation of this paper has brought many interesting parallels of thought and opinion. Therefore, what I have to say today about research and evaluation in community college education may easily represent some of my prejudices in the development of a research program in our State Office.

Now, let's proceed with some definitions of research, who should do it, and what types of research should be the concern of the community college.

Research may be viewed in four categories:

(1) Descriptive surveys and status reports.

(2) Evaluative studies -- using certain criteria as a means of judging -- or establishing criteria in order to make comparisons.

(3) Experimental programs and pilot studies -- where a specific plan, idea or program is actually tested on a practical problem.

(4) "Basic" or "pure" research -- theory development -- or an intellectual and scholarly pursuit with no tangible product expected to result.

Where does community college research fit into this hierarchy? Definitely in the first two classifications and sometimes in the pilot study and experimental program category. "Basic" or "pure" research is time consuming, requires highly skilled personnel, may not be concerned with immediate problems, and as a result of these factors, is quite costly. In my opinion we must look to the major university, the federal government agency or the large foundation to support and conduct such studies. The community college (and/or the state agency) cannot afford to conduct this type of research work.

Institutional research, self study and evaluation should all be common elements of community college programs and a constant concern of administrators. The fundamental purpose of them is improvement. Evaluation should serve as a fruitful starting point in promoting improvement. "There ought to be a better way" is typically American and permeates all our endeavors.

Community college research will need to be unique -- much like the institution that houses it -- neither senior institution nor common school in nature.

Community college research and evaluation must be patterned around its unique philosophy and actual program practices. It must be flexible and easily changed. It must reflect its own individuality and be representative of the community in which and for which it exists.

Perhaps a well-organized evaluation program is more necessary in community college education than in other levels of education, because it must be so responsive to the community and therefore must change with it. It cannot be resistive. Community colleges have a tremendous advantage over established universities and colleges. Being so new, they are relatively free of crystallized traditions and can make changes and improvements more easily.

Though institutional research dates back to the 1700's, it is not common among community colleges of our state and nation. Each presenter in this Symposium has alluded to the dearth of research in his area. Obviously, this can at least be partially explained by the infancy of the community college movement and its rapid, almost frantic, growth during the past decade. Community colleges have been kept very busy holding body and soul together. Though I suspect this period has not entirely passed, it is apparent that community colleges are here to stay. Community colleges are the "people's" colleges -- the opportunity for the man on the street to realize his dream of a college education for his children. Perhaps then, this becomes a time for gear shifting to occur -- a fourth gear - that puts you in overdrive and allows you to sail smoothly and confidently on your way.

Unlike education, business and industry rely heavily on research and evaluation to guide its development and provide greater operational effectiveness and efficiency. A large number of self studies have developed since World War II.

While this is true, we need to remember that research or evaluation studies do not make decisions on courses of action. They do afford a basis on which sound decisions can be made. They do not supplant the need for sound administrative judgment, but only make that judgment better informed and more intelligent.

How can all this be accomplished in community colleges in Washington?

Not easily and not without sincere interest and effort, it's true -- but accomplished -- it can be!

First, there can be no substitute for an objective leader who prizes research procedures and uses its findings to govern his decisions. Administrative example, like that of a parent, remains the most effective teacher.

How many faculty meetings have been devoted to research and evaluation presentations and discussions? How supportive and encouraging are we of a staff member who wants to try something new and different? Too often the administrative attitude is "All right, only don't disturb anything." Do we "challenge" our staff to explore, innovate, or change?

Second, as professional staff members and educators, how much time and effort do we devote to reading and studying research and evaluation studies in and out of specific fields of interest? A medical friend mentioned recently that he was meeting two or more evenings per month with others in his profession to listen to, and be responsible for, reviews of current medical literature and research findings. These "Journal Clubs" as he called them, were essential to keep up-to-date in the rapidly changing field of medicine. I wonder if this might not be a clue for educators!

Finally, are we using all the resources available to us to promote evaluation and improvement?

Within our own faculties and our communities, many resources lie relatively untapped. Excellent mathematics and science (and other) staff members are available in every college staff who are willing and able to give advice and counsel on designing and organizing evaluation and research studies. How often do we consult them? Business personnel in our own college as well as within the community could assist in evaluation methods and procedures of record-keeping practices. Advisory committees could provide important insights into the effectiveness of our many programs. The adults in our evening programs could serve as a valuable and easily accessible resource in public opinion assessments.

What research assistance have we requested from the universities and colleges of our state? Is the focus of their graduate programs aimed at assisting in obtaining solutions to the common problems faced in the field? Have we asked them to help? Do we tell them to be sure that a sound program of evaluation and research is included in their teacher-training programs?

With the rapidly increased use of automatic equipment in the community colleges, many opportunities are now available for gathering information about programs, students, and staff that were impractical and too expensive to be accomplished manually. This greatly enhances the possibilities for conducting evaluation and research studies on dropouts, withdrawals, transfer and terminal students, and in many others. Achievement and other test data can also be used to obtain some measure of effectiveness of instruction and now become feasible because of the availability of machine equipment.

Cooperative studies among the various colleges become a very real possibility. Perhaps uniform procedures for gathering common information on dropouts, transfers and others can be initiated by applying standard techniques or "recipes" (research scholars may plug their ears). University scholars or doctoral candidates perhaps should be invited to design appropriate patterns or instruments that may be used commonly in our community colleges. This would encourage greater use of acceptable evaluative methods and also increase the accuracy and reliability of the results.

In addition to the research which is absolutely essential in developing sound programs and effective administration, some long-range thinking must be given to the responsibility of determining whether today's objectives for the community college will be achieved in the years ahead, or whether our experience is defining for our institutions some modification of these original objectives. This calls for attention to the gathering of statistics in our research studies for the purpose of determining whether or not the community colleges are accomplishing the purposes upon which they have been embarked.

It is too easy for the general public to be confused about what constitutes a "good community college." Impressive buildings, a notable faculty, a good public relations program, may establish an institution in the public mind as being an outstanding community college. This is a gross error in which the responsible community college administrator may not indulge. Whether or not a particular community college is "poor," "good" or "excellent" must be judged against objective standards. These standards must be realistic; they must be appropriate to the operation of a community college and must be correctly, yet flexibly, interpreted by those who seek to apply them. The development of such standards are essential and will deal with the following matters:

1. The objectives of the institution and the degree to which they are adhered to by the personnel of the institution.
2. Evidences of stability.
3. Finances of the institution, including the nature of income, the pattern of disbursements, responsiveness to the developing needs of the institution.
4. The community college plant and facilities; adequacy, nature and extent of future planning, adaptability to the program and program changes.
5. Instructional materials and equipment.
6. The library and its program.
7. The system of record keeping and reports.
8. The total curriculum offering.
9. The character and efficiency of the staff.
10. The instructional program.
11. The effectiveness of administration.
12. The character and evidences of growth in the student body.
13. The nature and effectiveness of student services.
14. Effectiveness of the community college in terms of the students' success in post-college placement.
15. Effective relationships within the community.

Within each of these categories, some objective standards of measurement must be established. It is, however, the function and responsibility of research to set forth and to follow a continuing collection of statistical data that will permit the community college to measure itself against these evaluative standards from time to time. We must begin this task now -- the information was needed yesterday!

In conclusion, each area of this Symposium is appropriate for individual and institutional research and evaluation. Cooperative studies among the colleges should be considered and should make valuable contributions.

The purpose of this Research Symposium will have been realized if a new awareness has been created about the importance of incorporating an organized and continuous program of evaluation and research in community college education in Washington State.

Dr. Jongeward's research paper discussed by: John B. Killian
Grays Harbor College
Aberdeen, Washington

I think Dr. Jongeward has done a good job in identifying the pertinent points in reference to definition and need for research. Every speaker here, I believe, has pointed out needs in this area. I might add that I know we are doing a considerable amount of research within our individual colleges. We sometimes, but not as often as possible, share our findings. If we could find ways to report our findings, as informally as possible, I think this would be useful. Perhaps the "Journal Club" idea with appropriate modifications could be utilized.

Dr. Jongeward certainly identified the key areas when he suggested the possibility of further research studies on dropouts, withdrawals, transfer and terminal students. We can hope for a time when we will be able to identify with some greater degree of certainty the terminal student who thinks he is a degree student. I realize that such information can be used only to counsel the student--not to force him into or out of an area.

We can hope for research which will guide us in saving many who are now dropouts, and findings which will guide us in providing for them some courses of study which will contribute to their happiness and productivity.

As time goes on, our objectives are becoming somewhat clearer. However, research could be a great help in giving us guidelines for developing additional areas of study or for reducing our offerings and consolidating into the areas of greatest need. We do need findings which will guide us in identifying and fitting our students into our transfer programs. And, of course, this involves all those areas of research which Dr. Jongeward indicated. It seems to me that we most especially need objective findings in the area of dropout and all those areas which are related to the terminal student.